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SUGGESTIONS ON TEACHING GEOGRAPHY IN THE SCHOOLS OF MISSISSIPPI

BY

MISS WILLA BOLTON, INSTRUCTOR IN GEOGRAPHY
MISSISSIPPI NORMAL COLLEGE

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SUGGESTIONS ON TEACHING GEOGRAPHY IN THE GRADES IN THE SCHOOLS OF MISSISSIPPI.

Miss Willa Bolton.

INTRODUCTION.

"Throughout the history of the race, man has struggled to discover and to master natural forces and to utilize the life of the earth to his advantage. He is in harmony with his surroundings only when he sees the significance of his environment and understands the relation which he sustains towards it. The branch of education which touches the universe at the greatest number of points must be of the highest value in revealing to the individual the true meaning of life." (W. S. Sutherland in the Teaching of Geography.)

Geography properly taught opens the eyes of the individual and makes him study his surroundings and compare the development of similar regions with that of his own. Thus it helps to point out the way to success and happiness. "Men succeed best when they apply their energies in the direction that nature's force is exerted." Can we not so teach geography as to bring out this truth most emphatically by going back of the localization of big industries and the location of great commercial centers and helping the pupils to see the big fundamental causes of things? It is not merely a whim of the people that manufacturing should be highly developed in New England and agriculture should be the mainstay of Mississippi; or that New York is the metropolis of the United States and New Orleans the largest city in the South. Big but simple natural factors have brought these things about.

The first requisite for good geography teaching is an understanding of geographic principles and a clear idea of the scope of the subject on the part of the teacher—how closely geography is related to every day life, to the politics of the nation, to things she hears told, to the stories she reads, to what she talks about, to the food she eats, to the clothes she wears, etc. The next thing is definite information about the neighborhood, the state, the nation, the surface, the climates, the soils, the coastline of all countries, and the influence of these on the industries and the history of the people of those countries. When a teacher is informed and interested, geography becomes a fascinating subject for the little folks; if she is not, then there is imminent danger of time being wasted on "dust and dry bones," in memorizing book statements with no thinking done.

For the teacher who has no special preparation in geography teaching, I should recommend Sutherland's "The Teaching of Geography," published by Scott, Foresman & Co., Chicago ($1.25), and Salisbury's Advanced Physiography, published by Henry Holt & Co., Chicago ($3.50;) also McMurry's Methods in Geography, McMillan & Co., New York, and Dodge's Teaching of Geography, Rand, McNally & Co., Chicago.

The supplementary books can be obtained through A. C. McClurg, Chicago.

Outline maps for desk work and wall maps, both physical and political, can be had from Rand, McNally & Co., Chicago (Ask for a catalogue).

THIRD GRADE.

The third grade child knows very little of a world beyond his immediate surroundings; so the work is best begun with concrete objects of immediate interest, the teacher using those of geographic value. The child has been learning geography from his surroundings, and from his nature study and history work in the first and second grades; thus he should have at his command a lot of first-hand information on the subject, but this is the first time he has classified his knowledge and called it "Geography," as the third grade is usually the first grade to give a special period to the study.

We term the first part of the work the observation phase, because the work must be done first-hand and the pupil must gather his material largely from what he sees. The second phase is the representative, when he learns to handle the globe and model slopes in the sand pan; while the third, or descriptive, begins when he has to get his information from books about places he has never seen. The rational or reasoning phase does not belong to the third grade, but the social phase can be emphasized in all the grades. All the phases are active after once being introduced, but the first three are strong in the third grade.

No text book is used, and only fifteen or twenty minutes should be occupied by the lesson period. If in a crowded curriculum this much time can not be given, it is best to alternate with some other subject; twenty minutes continuous study every other day is worth more than ten minutes every day.

The outline that has been found most adaptable and most valuable is given below. The teacher can modify it to suit varying conditions, but the general order as given is usually most logical:

I. Food.
I. Clothing.
III. Shelter.

Sometimes classed as IV., V., VI., are given transportation, government, and surface features, but these last three properly run parallel with the first three and grow out of the discussion in each case; so only the three fundamental heads are given from which all study of geography springs, from the primary school to the University.

Discussion In Detail.

I. Food. Necessity for it, production, exchange, transportation, climatic influence, etc. Begin by asking each pupil separately to name one article of food he had for dinner; then other things he eats. Let them name all the foods they know; then ask to have a list written ready for the next lesson.

Second Lesson. Have several lists read, and let each child add to his list the foods he forgot to name. Then ask which grew in the ground and which came from animals. Make the list over under the heads of "vegetable" and "animal." Salt, water, etc., may be placed under "minerals" after telling them that they belong to neither of the other classes. The new list may be neatly prepared for the third lesson.

Then the discussion is about which articles are produced at home and which are bought, if the school is in the country. If there are no home products, then lead them to find out which are grown nearby and which come from a distance. The last will cause them to study the green grocers, the meat markets, the fruit stands, the grocery store, and will furnish material for a good bit of work and several lessons, involving a mention of transportation and different climates—the wheat from the North and the bananas from the Hot Belt. No more than a mention, however—the study comes later.

The country school has a tremendous opportunity here for studying the products firsthand. The pupil can get most of his information from observation with only suggestions from his teacher. He can group his products as fruits, berries, vegetables, cereals, meats, etc., and the foreign grown product can be treated as suggested for the town.

School opens in the fall at the harvest time; so study the gathering, curing, and storing of foods next. Why it has to be done gives an introduction to the change of seasons. Bring in the idea of the heat from the sun, the shortening of the days (observe this), the growing season over, the trees shedding their leaves and getting ready for winter, the squirrels storing up nuts, too; the birds cannot store away food, so they go to the Hot Belt—where our bananas grow—and so on. Correlate with every day life and with nature. We store up food for the horses and cows and pigs and cats and dogs—they have earned their share. Has each child earned his share? Teach the duty of labor and helpfulness.

Children can describe the housing of the potatoes, the sugar cane, the hay, the silage, etc. If practicable, visit a syrup mill with the class after a discussion on sugar cane; then have a lesson on syrup-making. Bring out the canning of the syrup; tell what is done with the surplus product in the case of each food studied; and so introduce commerce and transporation again and again and talk about the need of good roads, etc.

A good food to study in several lessons is corn. Put some grains in damp cotton five days and three days ahead; keep them in a warm place so they will sprout; have an ear of corn brought, a cup of meal, some bran, a stalk with the ear if possible, and the lesson can begin.

Start with the ear. Let the children handle the ear and see how the grains grow. Let them cut open a grain and try to find the baby plant; the soaked corn cut open showing the swollen plant; show the sprouting corn, and by questions bring out the effect of heat and moisture on the seed. Show pictures of growing stalks with tassels and silks. The purpose of the tassel; the silk—one to each grain. Number of ears usually to a stalk. How much work and how long it takes to make corn. The uses of corn: Food for stock, silage, made into meal. A brief description of the process of making meal may or may not be asked for—depending on the knowledge and interest of the pupils. Corn syrup and corn starch and other common products told about by the teacher and shown from specimens obtained from the Corn Products Co.

Poems on corn. The story of the Pilgrims and their first maize; the story of how the Indians got the first grain of corn; the story of Hiawatha's fight with the spirit, and the corn growing from the grave. Special study of need for more corn in war times. Measure quart, peck, etc., in sand.

Bread made from wheat and corn—differences. Show wheat grains if possible. (Send to any large flouring mill for samples of flour in process of manufacture.) Rye bread, barley bread, etc., eaten by the poor people of other countries. Find out if flour we eat is grown in Mississippi. If not, why not? Is any grown in Mississippi? Where do we get our flour?

If corn cannot be obtained, the lessons can be made very interesting and profitable by using the Irish potato. Wheat can be used instead. Beans could be sprouted by the children in damp blotting paper, so they could watch the process for themselves out of class. With the introduction of wheat comes the pictures of the wheat fields of the prairies, of the steam plows, of the big threshing machines. Compare with Mississippi's fields and machinery. Pictures of the big flour mills, and water-falls turning the wheels—thus introducing the child to the outside world. Find out what we exchange for the flour of the other states.

Three or four foods will be enough to study intensively—introduce the others with some interesting fact about them, some poem, or story. Take up the tropical fruits: bananas, oranges, cocoanuts—give an interesting account of the climate; show pictures of the trees with the fruit on them; of the fruit being gathered; of the big baskets ready to ship. Show the big ships and trains that bring the fruit to us—so introduce the ocean and new countries. Compare with our fruits; value of orchards; canning; preserving; drying. The need for these products. Cost of fruits, flour, and sugar can be worked out in arithmetic lesson. Tell how careful little French children are never to waste food. We should take care not to let the rest of the world suffer.

Read the story of the Little Brown Baby in "Seven Little Sisters." What does the Brown Baby eat? Some foods better for hot weather, others for cold. Why? Read the story of the Eskimo. What does he eat? Why?

If interest begins to lag, bring in a story or a poem and let them reproduce or memorize. Do not weary the pupils with detail work. They like to hear of other children and what they have to eat and how they live; so be generous with the stories of children of other lands and climes. The human element always appeals—there is more interest in the child than in the food.

II.—Clothing can be introduced by using the Eskimo story and pictures, and asking for the differences between their clothing and ours, the reasons why. Then what are our clothes made of? A list of material—cotton, wool, silk, leather, rubber, straw, linen, fur, feathers—as many as possible discovered in class. Jute, hemp, paper, hair added. Divide into "vegetable" and "animal;" some growing within range of observation, others imported. Manufactured at home or sent out as "raw material?" Why? Facts brought out to show that it pays Mississippians to grow the material and let others make the cloth.

A study of cotton, beginning with the seed cotton in the boll in the hands of the pupils; picking it off the seed (the story of the cotton gin and the children's description of the gin as they see it); twisting the cotton to show how thread is made; picture of spinning wheel; of the mills that make thread. Raveling out of a piece of coarse cloth by the pupils with a close study of how it is made of thread. A little study of their waists to see the thread. A little study of planting and cultivating the cotton; the best soil; loam, sandy soil, clay; talk about bottom soil, the hill soil; of the wash-off and the decaying leaves adding fertility; valleys, hills, winter cover-crops to protect the hillsides. Mississippi almost level; hot in Mississippi, cold elsewhere. Cotton will not grow everywhere. The "clothes" Mississippi produces and why, in a simple way.

Packing and shipping cotton introduces the outside world. What we get in exchange for cotton.

Where cotton does not grow sheep will thrive. Wool. Have cotton and wool and show the difference in the fibre and the thread. Source of wool. Need of wool.

A lesson or two on leather with the pictures of the cattle on western plains and stories of cowboys and their life. Description of skinning the beef at home and what becomes of the hide.

A lesson on rubber, with pictures and descriptions of the climate—the country where the Brown Baby lives. Pictures of the rubber trees. How the rubber is gathered. Stories of the natives of the tropics. Lessons on silk from the butterfly to the egg, the worm, the cocoon, with pictures and a real cocoon.

Stories and pictures of the Japanese children and their food and dress; of the Dutch and Swiss children; of the Eskimo and their food and dress, and how they obtain these articles. Food and dress are introduced from time to time as the course develops; the necessity for clothing, the good of dressing neatly, the extravagance of costly dresses for little folks; the foolish child who is snobbish because she is vain of her dress. All brought out by stories tactfully told.

How the animals keep warm. Do they change dresses? The trees in their bright fall dress. When they put on their new dresses. The pretty clothes of the birds. Lead them to learn the trees and birds of the neighborhood. Watch the migration of the latter and connect with the change of seasons.

Poems on nature in autumn: "September," "October Gave a Party," "October's Bright Blue Weather." See the Popular Educator or the Normal Instructor, or any good primary journal for poems on the seasons.

III. The introduction of Shelter may be made by asking what kind of houses have the birds, the squirrel, the beaver, the lion, etc., and why. Then ask what kind of houses do people have, and observe the pictures of the Indian's wigwam, the Eskimo's igloo, the homes of the Lapps, the Kongo boy, the Japanese child, the Arab, and compare with ours. Emphasize the need of shelter and the reasons for the different kinds. Make a detailed study of the home of the

Eskimo boy, the furniture, the fuel, the mode of travel. Build the igloo, etc., on the sand table. Then compare with our houses. Reasons for differences.

Study material used in the school building, in the houses, barns, silos, stores. A list of all materials found by the pupils. Study pictures and books to be able to add to the list.

1. Wood:—Pine, Oak, Poplar, Mahogany, Walnut, Gum, etc.
2. Glass.
3. Brick.
4. Stone.
5. Iron.
6. Tin.
7. Paper.
8. Mortar.
9. Cement.
10. Paint.
11. Bamboo.
12. Straw.
13. Grass.
14. Mud.
15. Snow.
16. Cloth, Etc.

Let this list be extended to include furniture.

If it is convenient have the pupils study a house in process of construction; and notice that the measurements must be exact; the manager and the workmen must be careful of every piece of timber so it will fit in its place or the house will be unsightly and unsafe. This will give an increased respect for the workmen and an idea of how necessary it is to learn things accurately. Also a knowledge of the names of the parts of the house.

Brick kiln visited and discussed; stone quarries talked about and pictures shown; the polishing and cutting of marble described.

Saw-mills described and our own trees discussed. Some idea of Mississippi as a lumber producer given. Our selling thousands of car loads of our lumber and buying back other kinds. Why we do this. Why we want nice looking, comfortable houses and schools. Our duty in taking care of them when so many people have worked so hard to get the material and put it together so carefully for us. Our duty in taking care of the trees and not wasting the timber. How the people of other countries take care of the forests. Pictures of the big trees in California, and stories and pictures of our forest reserves.

A study of climate has been given all along in the reasons for different food, clothing, etc. Have the children observe the longer sunlight shadows through a south window at noon as the winter approaches. Notice the sun in the sky. Watch for spring and mark the lengths on the floor by the same window. Notice which way the wind comes when it brings rain. Which wind brings the cold fair weather?

Fuel. Why necessary in the home, in the factory, and in the mill. Where obtained. Story of coal. Find out about oil, gas and electricity, used for heating and lighting. Have you any coal, oil, gas in Mississippi? Where obtained?

Government. The use of the court house. The duties and need of a sheriff. Duties of the governor. Laws needed to keep up good roads, build bridges, pay for schools and school houses. The legislature told about. The county superintendent. The county demonstrator.

The last six weeks of school should be given to Fairbanks' Home

Geography as a text in the hands of the pupils. If the winter work has been thorough, the children will find this book extremely interesting and instructive. They can read for themselves what they have been studying and seeing for several months. The poems, the pictures and the questions should all be discussed and understood. The teacher must read the preface. If the school year is nine months the study of children of other lands can be carried further before the text mentioned is taken up.

The geography and history should be correlated for the holiday programs, such as Thanksgiving. The kind of country the Pilgrims lived in, what the children there have to eat on Thanksgiving now; the weather as shown in the poem "Thanksgiving Day" (Child's). Compare with our Thanksgiving. Bring out being thankful for the rain and sunshine to give us food and clothing; for our good government and a free country. Use geography to teach patriotism and the duty of a citizen.

The Christmas study is rich in material for studying the children of different lands. The December Plan Book has material for the study of Christmas customs in other countries. Washington's birthday program can furnish some geography study.

The poems and nature study work should fit the seasons. The stories and pictures of people of other lands as given in the third readers should be freely used in the geography classes, ~~to~~ collect pictures and use them in booklets on interesting and worth-while topics.

A four-inch globe is necessary—one that can be passed around the class and handled freely by the children from time to time while the oceans and the people of other lands are discussed. In this way they gradually become accustomed to speak of the earth as a sphere.

A sand table is indispensable. A table 30 inches by 40 inches, with a 3 inch rim fastened around the edge makes a good size. Either have the legs short, or better have a board nailed on top of two blocks 6 in. or 8 in. high from the floor for the little children to stand on so they can work easily. A water-bucketful of clean sand dampened some hours ahead of time just enough to mould but not stick to the fingers. The children should observe the hills, the valleys, the streams around the school and then after discussion they should try to reproduce the situation in sand. At first the teacher must help. The result will be crude but it is an expression of ideas you are after—do not be too exacting about form. After hearing a story and seeing the pictures of the Eskimo children or Indians and their surroundings, the pupils may work out their ideas on the sand table, using paper boats, etc.

A model home, with the proper place for the house, the barn, the well, the cow lot, the chickens and the pig pen, will be an interesting lesson correlating geography with sanitation, after a study of

Shelter. This work gets the children ready for map reading in the fourth grade and begins the "representative phase" of geography where self-expression is encouraged.

Dramatization is a good way to get children to learn readily about the customs of other children. Dramatize some story of the Japanese, or the Dutch. Have the kimonos and the rice; use something for tiny tables; have the little girls comb their hair like a little Japanese child; have them sit and eat, or go to school; bow low to their parents, etc. The study preparing for it and the expression of their ideas will indelibly stamp the customs on the child mind. Children delight in "play-acting;" so it will be a pleasure and no hard task for them.

A SUGGESTIVE LESSON PLAN.

Subject: "Corn."

Material: Ask the children to bring for the first lesson some articles of food made from corn. Material for later lessons will come in the "Assignment."

Time: October.

Place: Third Grade.

Teacher's aim: (1) To teach the uses, culture, harvesting, and history of corn; (2) to teach children to observe more closely the food plants growing about them.

Organization: (1) Uses, (2) Harvesting, (3) Culture—(a) where grown, (b) general appearance, (c) roots, (d) stalks and leaves, (e) history.

Note: Three or four lessons to be given to the teaching of corn, fifteen minutes to each recitation, ten of which to be given to regular lesson and five to assignment of the following lesson. This, however, may be changed at discretion of teacher, depending on class, etc.

Method: How many brought something to eat that is made from corn? I am very glad so many remembered this. What did you bring No. 2? (A slice of corn bread.) What was the corn bread made of? (Meal). Where was the meal made? (Mill). Tell us about a mill where meal is made. Name some other ways in which we use corn for food (hominy, roasting ears, grits, etc.)

What other animals like to have corn to eat? How is the corn prepared for them to eat? Why do they not have to be fed meal and cornbread? (They have big strong teeth).

Summary: Who can tell what we have learned about corn today? (Enumeration of uses of corn by children.)

Assignment: Will each of you write in your language books four good sentences telling something for which corn is used and bring to class tomorrow? I am looking forward with pleasure to hearing your sentences, and I hope that everyone will remember to write them.

(Also ask the children to bring some matured ears of corn, and a stalk of corn from the field—if possible a stalk containing an ear of corn, roots and leaves.)

LESSON II.

Now we will have the sentences each one has written. (Children are called on, teacher bringing out new points from previous lesson, which need to be reviewed). You have remembered very nicely the different uses of corn and have thought to bring the ears of corn and the stalk of corn. Now we are ready to talk about how corn is gathered, and stored away. Who found out how the ears are taken from the stalk? How are they taken from the field? Where is the corn stored away? Why do we keep corn during the cold weather? (For our own use and for horses, hogs, and other animals.) What is done with the leaves? (They are made into fodder and stored away for horses and cows to eat.)

Summary: Tell how corn is harvested. Note: Only about five minutes of this period should be given to harvesting. The remainder to be given to the following lesson, which is more important and requires more time.

Assignment: Copy in your langauge books sentences from the board, filling in blanks. (Sentences on the harvesting of corn may be placed on board by the teacher.) Tonight I want you to talk with someone and find out how corn is planted and cultivated. (Children may also be asked to bring sand, clay and soil, and a few grains of corn that have been soaked in water long enough to sprout.)

LESSON III.

I am glad you remembered to bring some sand, clay, and soil. What kind of soil does corn grow on best? What is done to the soil before the corn is planted? Show sprouting seeds so children may see what takes place when the seeds are in the earth. What does the farmer do when the seed comes up? What do the little plants need to make them grow? (Heat, light, and moisture). What are the little roots for? (Let children examine the roots on the stalk). Why are the joints on the stalk?

Summary: Who can tell how to plant corn? How it is cultivated? The use of the roots? Why the joints are on the stalk?

Assignment: This assignment should include that part of the history of corn with which the children are familiar: stories, legends, poems, etc.

LESSON IV.

Rapid review of preceding day's lesson. What people first grew corn in this country? (Indians). Tell me the story of how the Indians got the corn, children. (Legend of how Indians got the first grain of corn). How did the Indians work their corn? Who taught the "pale-faces" how to grow corn? Why can't we grow our corn like the Indians? (Not enough fish) Story of a husking party as held long ago —told by teacher.

Note—Poems such as Whittier's "Corn Song" may be worked in recitations at such places as suggested to teacher. Also arithmetic, including number of pounds in bushels of corn, price per bushel of corn and meal, should be taught.

Note—Length of time for discussion of one concrete topic, such as corn, to be decided by the teacher, influenced by the maturity of the pupils, their grasp of the subject, interest manifested, surroundings. etc. From three to five days for recitations on corn. Third grade children should not be held longer than fifteen or twenty minutes in any recitation period.

A LIST OF BOOKS AND STORIES TO BE USED AS SUPPLEMENTARY FOR THE THIRD GRADE.

1. Shaw:Big People and Little People of Other Lands (35c).
2. Andrews: Seven Little Sisters. (50c).
3. Carroll: Around the World, Book I, and Book II (50c).
4. Little Folks of Other Lands.
5. Lucita: A Story of Mexico. (30c).
6. Under Sunny Skies. (45c).
7. Allen: Children of the Palm Lands.
8. Williston: Japanese Fairy Tales.
9. Chamberlain: How We Are Fed. (60c).
10. Children of the Cold.
11. Miller: Little People of Asia.
12. Judd: Wigwam Stories.
13. December Plan Book.
14. Little Lucy's Wonderful Globe. (MacM. & Co.)
15. Snow Baby (Peary.)

Select stories to cover during the year the children of the Hot Belt, of the cold countries, of the Desert, of the Lowlands (Dutch), of the Mountains (Swiss), the Children of Asia; so the ideas will be broad and the pupils will have some conception of a big outside world made up of people of different habits and surroundings.

POEMS FOR THE THIRD GRADE.

1. The Night Before Christmas. (December.)
2. Sweet and Low. (April.)
3. The Windmill Song.
4. The Mill.
5. The Miller by the River Dee.
6. The Coming of Spring.
7. How the Leaves Come Down.
8. September.
9. October's Bright Blue Weather.
10. October Gave a Party.
11. Nature in Verse (Lovejoy—a book of poems.)
12. Squirrel Town (Thorn).
13. The Brown Birds are Flying.
14. Harvest Song.
15. While Shepherds Watched Their Flocks (Song).
16. The Little New Year.
17. Hurrah for the Flag.
18. Jolly Little Eskimos.
19. The Posey Ring (Wiggin—a book of verse.)

A book that will be very helpful in all subjects to the teacher of the third grade is "The Second School Year," by Henrietta Lilly, and published by A. Flanagan, Chicago (40c). Use the nature study part in geography. "The Third School Year" is good for the third and fourth grades.

"A Moon and Star Play," in Primary Education for January, 1917, especially if preceded and followed by talks and observation of the moon, the stars, the planets.

Booklets should be made from time to time, illustrated with pictures cut out or copied and colored.

SUGGESTED SUBJECTS FOR BOOKLETS.

1. Life of an Eskimo Boy.
2. Fruits of our Country and Fruits of the Hot Belt.
3. Animals of the United States and Animals of the Hot Belt.
4. Birds of the United States and Birds of the Hot Belt.
5. The Dutch Children and Their Ways.

6. The Japanese Children and Their Ways.
7. The Farm Products of Mississippi.
8. Cotton-growing in Mississippi.

FOURTH GRADE.

Books for Supplementary work.

Desk copies of Tarr and McMurry's First Book of World Geographies, (McMillan Co., New York.)
Dodge's Primary Geography (Rand McNally, Chicago)
Andrew's Stories Mother Nature Told Her Children (50c).
Youth Companion Series: Under Sunny Skies (45c).
Wide World (30c)
Shaw's Big People and Little People of Other Lands. (35c)
Carroll's Around the World Books I, II, III, and IV. (50c)
Chamberlain's How We are Fed. (60c).
Chamberlain's How We Are Clothed.
Chamberlain's How We Are Housed.
Andrew's Each and All (50c)
Aunt Martha's Corner Cupboard (20c).
Chase and Clow's Stories of Industry, Vol. I and II (40c).
Schwatka's Children of the Cold.
Seton-Thompson's "Wild Animals I Have Known." ($1.25).
Kipling's Jungle Books $1.00.)

Poems:

1. "The Bag of Winds."
2. "Pippa's Song"—(Browning).
3. "The Wreck of the Hesperus."
4. "The Song of the Chattahoochee"—Lanier.
5. "The Woods in Winter."
6. "America."
7. "The Leak in the Dike."
8. Lovejoy's "Nature in Verse." (60c.)
9. "The Brook."
10. "The Falls of Lodore."
11. "When the Frost Is On the Pumpkin."
12. "Knee Deep in June.' '
13. "Hiawatha's Hunting."

For the teachers' use: Frye's Teacher's Manual, and Brooks and Brook Basins; Sutherland's Teaching of Geography (Scott, Foresman & Co., Chicago); McMurry's Methods in Geography (MacMillan Co., N. Y.).

Study the text—pp. 1-112—Frye's Elementary Geography.

If the study of the third grade has been full of life and interest and the work has been thorough, the pupils will enter the fourth grade eager to use the text book. Just here is where the tacheer needs to be especially careful, for it takes training and study to know how to use a text so that the interest of the child is stimulated and not stunted. Geography texts are necessarily meager, for the subject is too big for the pages of any one book. Much supplementary work must be done, by stories, pictures, and poems, as well as by excursions, and discussions of the neighborhood industries, etc.

The work in this grade is more advanced, though the same subjects are treated—food, clothing and shelter. The idea now to be introduced and brought up in a simple way almost every day is the relation of products, industries, customs, clothing, etc., to the climate, the surface, the soil of the regions. The reasoning will be very elementary in this grade but the children must be led to do some thinking.

Since people are of more interest than the land on which they live, it is best to begin with a review of the people of different lands. Tarr & McMurry's First Book is logically written and can be followed exactly, making extensive use of the pictures and stories as suggested in the "Reference" in the book.

The Frye's Elementary (the adopted text) is not arranged in the order preferred, but the lessons can be assigned so as to overcome this handicap to a large extent. Begin with the fourth grade on page 35, and teach directly on to page 59. Turn back to page 1 and work straight to page 35. Then take up the work on page 60 and continue.

The study of the people will be familiar because of the third grade interest and study; and the best way to get the child to love his geography text book is to give him the best first—by stories enlarging on the text. After the people and animals are studied, give these a land to live on, and the child gets an intelligent reason for studying surface features, soils, government, etc., if the teacher is careful enough to approach the subject from this standpoint.

The fourth grade works from results back to causes, and the reasoning is almost altogether inductive, a fact the teacher must always keep in mind. The child has been gathering data all his short years from observation, from stories, from hearing his elders talk, and now he is beginning to ask WHY? This attitude should be encouraged, and sensible answers should be given. Geography is a subject built on principles, and calls for a broad development of the reasoning powers—it is not a mass of isolated facts to be memorized and laboriously carried around in one's head. Pupils, from the start, must be impressed with the fact that geography is a study of the earth and not of the book.

Since the lessons on people are types, supplementary books are necessary to give a broader idea of other countries. The books mentioned above are good for this work.

Begin with Lesson 61, page 35. Have the pupils keep their books open in class; question them about the first pictures, the people, their dress, what they are carrying, where it came from, what kind of a country(notice the kind of trees), where the country is likely to be, the baboon, the house. Notice the differences in the houses of the other black people on the next page, the difference in dress; which are likely to be more civilized, which more savage? etc. Assign the lesson for the next day as follows: Find out if the text tells any more than we already know. Make a note of any new facts, and be ready to tell them tomorrow. Also see what other geographies have to say about these people of Africa. See if you can answer the questions top of page 37. Bring other books to class showing pictures of these people and of banana trees, cocoanut trees, rubber gathering, etc. The second day encourage the children to tell all they have learned. Enlarge on what the Black People eat and wear, the climate (heat and rain) necessary for this, and give some idea of how far away these people live. Tell them how John could go to New Orleans, get on a big boat there, go down the Mississippi River (Have any of them seen the Mississippi River?) cross the Gulf of Mexico, etc., on to the land where the Kongo boy lives. Could John talk to the Kongo boy? What games would they play? What would they give him to eat? Have the pupils point out from the window (better while out on the playground) in the direction the Kongo boy lives. Make all these people seem like people living on a real earth. Next day turn to the map of Africa in their books and have them find Kongo, Sahara, etc. They will not understand just what the map means, but, if this is done repeatedly after a live study of the different people, the children will get used to the idea of a map and the teacher will be astonished to find how well prepared they are for this study when the proper time comes.

For the third day assign the descriptions or stories of the Kongo in outside books to different members of the class to report on. Have them find out about the animals of this region. The thick forests. How the people make a living.

Take up the Indians the same way. Find out what the children know about Hiawatha and the way he lived. Have stories read from "East and West Red Children." Review "Around the World," Book I, on Indians. Did it take as many people working to supply those people as it takes to supply us today? What is the difference? Where did the Indians live? Tell about the Indians in Mississippi; about how we got their land. Tell about Indian baskets. About their schools and their life today on the Indian Reservation. Talk about Greenwood Leflore, the big Indian Chief; where he lived, etc. A county and a town in our state named for him. The legend of the Pascagoulas. The

Biloxi Indians. The story of the Choctaws and the Chickasaws. Find on a map of Mississippi the counties, towns and creeks with Indian names. Let the children do independently as much of this as they can, using as many lessons as necessary. Have them reproduce certain important parts of stories you tell them. Be definite in your assignments every day. Use part of your class period to introduce tomorrow's topic.

Each type should be presented in a live way, the descriptions in other books and the collecting of pictures being assigned as special work each time. Pictures are absolutely necessary, for the child must now use his immagination a very great deal and he must have a definite image to work from or his concepts will be very faulty. Find out if he has seen an Indian, a Japanese, etc. Bring out clearly the different races.

Dwell on the differences between the life and land of the Eskimo and the life and land of the Arab. Bring out vividly the life of the Swiss among their mountains and the Dutch in their flat country, Use "Around the World" Books I, II, and III, and other books from the list above. If the surface and climate are worked out roughly from the pictures and from the reading, the study of the first part of the text will be simplified.

When the surface features are taken up, refer to the country of the Dutch children, to that of the Swiss children, etc., and compare with the topography of the school neighborhood. Lead as far out as any child has traveled, having them to do the commenting. Then assign the neighborhood surface features as the study; go with the children and lead them to observe, if it can possibly be done. Names of surface features must be learned from observation as far as possible —pictures must do the rest. The modeling in sand comes after the observation; then the words of the book to see if the book says it right. Avoid definitions, strive for images in the child's mind. Use the pictures in the book; have them bring other pictures. Have them model slopes and valleys and streams they have seen. If they have forgotten how the surface looks, have them wait and look at it again.

A record of the weather with wind direction kept for two weeks, then marked (with the date) whenever a decided change takes place. Make all the experiments called for in the text, and others that suggest themselves. Children love to experiment. Use the sand pan freely after there is a clear image. Show pictures of mountains before modeling on page 9, or an erroneous idea will result; the child who has never seen a mountain will think the mountains are no larger than the model.

Review the stories and pictures to find oceans, mountains, valleys, deltas, plains. Which people live near such places. Use poems that suit the occasion.

The approach to the map is rather difficult. If the children have handled a globe and modeled in sand for a year and a half, they are prepared for this new kind of representation—and yet the teacher must be careful. Some experienced educators hold that if a globe and a map have been used by the children from the middle of the third grade by the fourth or fifth month of the fourth grade he will have learned the symbols and can read a map without getting confused. Others suggest only a globe for the third grade, and a systematic introduction of the map when the pupils are ready in the fourth. Many still hold to the plan of mapping the school room, then the yard, the neighborhood with its streams and woods and homes located, then as far as the nearest town, the state, etc. This plan is followed by our text on page 18. A few extra suggestions might be worth while. Have the pupils face the north while they draw (all maps in the geography use the top for north). It is doubtful whether measuring and trying to draw to scale is practicable—the pupils are too immature to comprehend what they are doing and are likely to become so absorbed in the scale work that they entirely lose sight of the fact that they are putting a real "landscape" on paper. They know their drawing is much smaller than the original—let that suffice. Proportions can be looked after (if a room is twice as long as it is wide, for instance). Have them label "north," "south," etc., each time and write the distance on the proper side; e. g. ½ mile on the side showing the distance of John's home from the school house. When distances increase and the size of the paper remains the same the number of miles increases. So the child begins to understand how an immense region can be mapped on a page. Turn to maps in the book and lead them to ask questions about them. **Do not mention latitude and longitude.**.Spend five to ten lessons on this work of learning to read the maps.

When page 24 is reached, turn to page 60 and help the children model North America in sand from the relief map, talking all the time about where the Eskimo lives, where the oranges grow, where the big lakes are, etc. Bring out the highlands roughly. Consult the chapter on modeling in Frye's Teacher's Manual. Now examine a globe and locate North America, Europe, Asia, Africa, etc. Notice the relief map of these continents and if the children wish it turn to the large relief map of each continent and help them to model in sand, talking about the highlands where the Swiss children live, etc., as you work. After modeling each continent take the lesson or paragraphs on page 25, etc., on that particular study. When page 60 is reached, help them remake the model in sand; then for the next day have the pupils bring little slips of paper with a list of names printed, one on each slip (the list having been written on the blackboard by the teacher); tell them to be ready to stick these names on the model in the proper place when asked to do so by the teacher; e. g.—Prairies, Rocky Mountains, Gulf of Mexico, Canada, etc. Each time have some one tell something about that place—even if it is only one fact. For the third day assign the map questions on page 61, and show them how to use the colored map on page 65. Have them read over the lessons to see if they can find out something about the regions that you have already talked about.

From the sand model of North America separate and destroy Canada, Mexico, etc., leaving only the United States. Compare with model on page 71. Suggest making a larger one; then help them model a fresh, large United States. Talk about the sections, covering the information given in the text, and give additional interesting facts or stories; then assign the text on that region. Keep the books open in class for the maps and the pictures, and let them consult the text to prove statements made by one another, if necessary. Geography texts were made to be studied more in class than out of class, especially in the lower grades, for the teacher is needed to help the child interpret maps and pictures and find the ideas in the reading. Have other books consulted—"How We Are Fed," "How We Are Clothed," etc.—and reports made. Bring out in an elementary way why the densest population is east of the Western plains. Show the map on page 77 for climatic conditions, and map on page 71 for surface in the West. Have descriptions given of the dry West where the people must irrigate; show pictures of the plains where nothing but a little grass grows.

When cotton is taken up, use "How We Are Clothed" with reports and class discussions before the text assignment is made. Run over a lesson on cotton very much as in the third grade. Have some cotton on hand—in the open boll if you have put some by for this purpose. Talk about cotton planting, cultivating, harvesting, ginning, compressing, and shipping here at home. Have the seasons from planting to harvesting time described. Bring in Texas, Alabama and Georgia. Use the map on page 67, and with names written on slips locate all the cotton states on the sand model. Put a tiny flag where your school is located. Consult maps on page 77 and draw a line on the model cutting off all the cotton region. Now study from page 71, and the sand model, this Atlantic and Gulf Coastal plain as a region especially fitted for cotton; study the surface, the soil and particularly the climate—the temperature and rainfall. Consult the people at home about how much rain it takes for cotton, and when it must come; when the last frost in spring and when the first frost in fall so cotton can mature best. How many months of summer weather and why.

Problem: Why is this the only region in the United States where cotton can grow?

Find out where father sells his cotton and cotton seed. Uses of cotton seed; value of cotton seed. Trace a shipment of cotton from the home market and find out where it goes. Some in Massachusetts mills, some across the ocean to Liverpool and Manchester. Find out what they do with it (make it into cloth and sell it back to us —the blouse John has on may have grown on his father's farm, and has been all the way to Boston and back.) Find out and locate on the United States sand model the shipping centers: New Orleans, Galveston, Savannah, Charleston, Memphis, Mobile—all on the warm, moist coastal plain.

Find out and locate the centers of manufacture: Fall River, Lowell, New Bedford. Talk about Liverpool and Manchester, England; find them on the globe and trace the route of the cotton from New Orleans to Liverpool. Study about the rise of North Carolina and South Carolina as manufacturing states. Compare with Mississippi and find out whether Mississippi has many cotton mills and why the Carolinas have more mills than we have.

Problem: Why does the Coastal Plain raise the cotton and the New England states make so much of it into cloth?

Take up the study of corn somewhat in the same way. Read from "How We Are Fed." Find out if corn can be raised all over the United States. Cotton and corn not alike in their demands on climate. The best climate and soil for corn. A big corn belt as described by Carpenter in his "Geographical Reader of North America." Read to class and show pictures. Compare plowing on the level prairies with most of the plowing and cultivating in Mississippi. Use pictures.

Find the corn section on map, page 78. Locate on map on page 71 for surface; on page 66 to compare with the cotton section as to states. Give each child an outline map of United States with states and large rivers but no names (a bought map or one traced by the teacher—8 inches by 10 inches; or at least twice the size of the one on page 78). Pupils name the states (printed names) and color corn sections yellow or green. Uses of corn for food for people and animals. Silos and corn silage; when cut and why.

Study hog raising in connection with corn; meat packing and shipping? We ship very little corn compared with cotton. Why? Locate meat packing centers on each outline map. Trace meat from a farm in Iowa through the packing house to the home grocery store (consult map on page 66). Why do not we have enough meat to supply all of the Mississippi people? Do we ship ours out and buy back? Why?

Other uses for corn—corn flakes, starch, corn syrup, grits.

Wheat. "How We Are Fed;" Carpenter's "How the World Is Fed," and Wheat in North American Reader. Heads of wheat or grains for pupils to see. The map on page 79. Compare with "corn map" on page 78. Take up climate for wheat to explain difference in distribution. Study the same as corn, using another outline map of the United States. Find out uses of wheat. People eat wheat more than corn, while animals do not, except dogs, etc. The surplus we raise. How necessary it is that we send it to the countries across the ocean where so many people live on so little land they can not raise enough to feed themselves. Assign the text after the discussion in class. Find out where the big flour mills are. Locate on map page 66; then on the pupils' own "wheat" map. Learn Minneapolis, Spokane, and Buffalo as flour centers. Chicago, Duluth and New York as wheat shipping centers. Trace wheat from the field through the mill to us. Does Mississippi raise much wheat? Why not?

Discuss oats, rye, barley. Their uses as substitutes or as regular food. People in some counties use these altogether instead of wheat.

Shredded wheat biscuits, oatmeal, starch.

Lumbering. First in Mississippi. One of our big industries. Yellow pine in southern part of state. Locate on map of Mississippi the big lumber mills. The shipping centers of Mississippi. Laurel, the largest lumber producing town. Where our lumber goes. Description of lumbering in Mississippi. Compare with lumbering in the North. Study forest map. Uses of lumber. Need of saving our timber from fires, etc. (Always try to impress the great possibilities of Mississippi on the pupil—stimulate state pride and patriotism).

Cattle and Sheep. Pictures and stories of the Western plains and the cowboys. Map of beef cattle range. Beef necessary for food. Butter and cheese-making in the North and East. Mississippi as fitted for stock-raising and dairying. Do we ship any cattle? How many creameries have we? Do we ship butter? (Consult Department of Markets, A. & M. College, Starksville).

Locate big meat packing centers and tell why just there.

Why sheep are raised. Sample of wool. Where is the sheep range? Consult maps pages 66 and 71. Why mostly in mountainous regions? Must we have wool? Mississippi as a sheep raising state.

Locate wool manufacturing centers.

Problem: Why is wool raising so far away from where woolen goods are manufactured?

Sugar Cane. Uses of sugar cane in Mississippi. Greatest use of sugar cane (for making our sugar). Climate and soil necessary. Where could that be found? In what part of the cotton region? Study pictures of cane fields in Louisiana. Of sugar mills in Louisiana. Find out where else sugar grows (Cuba, Hawaii, Philippines). Locate on the globe. Find out how sugar is made from cane. Why sugar must be refined. Locate the big refining and shipping centers: New Orleans, Brooklyn, San Francisco. Where these cities get their sugar. Trace from the field to our breakfast table.

Study beet sugar and compare method of manufacture with that of cane sugar. No difference in the finished product.

The other vegetables and animal products may be taken up here instead of after minerals. Develop in the livest, most interesting way with pictures, descriptions from other books, use of different maps. Reviews to see who can locate on the map in the open book the center for tobacco, for oysters, for meat-packing, etc. Bring in Mississippi, in the study of fish and oysters. Mississippi ships each year over $2,000,000 worth of oysters and shrimp from Biloxi alone. Biloxi, the largest shipping point for shrimp and second for oysters. Baltimore. The best fish to eat fresh. Those canned. Salted and dried. Locate on maps the centers for putting up these. Story of "Cod Fisheries" from McMurry's "Type Studies" read to class. Locate Gloucester on map page 67. Locate salmon section. Study about seals that belong to United States on Pribilof islands. Use of seals. What sponges are, where and how obtained. Jordan's "Story of a Salmon." Field's "The Story of an Oyster." "Matka, The Story of a Seal."

Coal. Tell the story of a lump of coal. Our need for coal. Will the supply give out or will it be renewed each year? Study map page 82. Study iron in this connection and compare the location of coal and iron. Advantages of being near together. Uses of iron. Bring out by stories and illustrations that these two minerals are more necessary than gold and silver. That we must not waste them. See if Mississippi has any of either. Where we get our coal. Expense. Connect with scarcity of cotton mills. Make one outline map do for coal and iron. Parallel line with ink the iron areas. Discuss coke, if a piece of coke can be obtained. Locate coal shipping centers. Birmingham, Pittsburg, Philadelphia, Chicago, Detroit, Cleveland. Study stories of the life of a miner.

Study of other minerals and their importance. Use maps, outside reading, and pictures. Locate on big maps. Make interesting and worth while. Topics given on page 85.

Study routes of trade in connection with a review of centers of different manufactured products. Trace the routes of products by mail and by water, when possible to ship that way, on a big map showing the railroads and steamer routes. A review is more worth while when approached from a standpoint different from the original presentation. It is full of life and interest then instead of being dead and tiresome.

MISSISSIPPI

If plenty of time and care has been given to planning the work up to this point, and a great deal of outside information has been gathered by the pupils, with a comparison as often as possible with Mississippi, then the map of Mississippi, with a somewhat broader discussion will be appropriate just here. Make the study as full of life as possible. Use Bulletin No. 12 from State Geol. Survey at Jackson for the teacher's source of information.

Use a big map, and gather as much information as possible from the children through their parents. Cultivate state pride. Compare our advantages as to climate with Wisconsin when it comes to stock raising and dairying. Sum up all the things we can raise; talk about our corn clubs and how much corn our boys have raised to the acre; our tomato clubs and how girls make money to send themselves to school, besides canning for winter use at home. The poultry clubs and pig clubs and baby beef clubs. Have them join these latter and raise one hen or pig or calf for the club. Create an interest in the school gardens and window boxes. Correlate with agriculture and nature study.

Watch the seasons change and compare our winter weather with that in Chicago or Boston. Use pictures of snow scenes and sleighs and people dressed in furs.

Learn to locate on the map the largest towns. Laurel and Hattiesburg, in the Yellow pine lumber section. Vicksburg and Greenville on the river in the cotton section. Biloxi on the coast in the fish and orange section. Meridian, a railroad center, good location, easy to reach from several big cities. Jackson, the same; also state capital. Locate the state schools: University; I. I. & C.; Normal College; A. & M. College; and the negro A. & M. C. at Rodney.

Find out what we sell to outsiders and what we buy from them How many of these things could we produce at home and save money by doing so?

THE STATES

When the states are taken up in detail, it is more logical to use a physiographic region as a unit to work with, and the sections as mapped in Tarr and McMurry's book can be followed. The suggestions that follow can be combined and modified so as to cover New England and the Middle Atlantic at one time if preferred. The work will be a kind of review given in a detailed style. It is best to approach this part of the work as if we are searching for additional information.

Sum up what we have already found in New England—products and cities—consult our outline maps. What we know of its climate, its surface. Let us see if there is more to learn. Locate the states on page 67; then on page 71. Discuss location with respect to Mississippi; Surface of New England. Suggest modeling New England twice the size of the one on page 89, showing in relief the Moosehead Lake, Boston Bay, the rough coastline, etc. Talk about the difficulty of farming on account of slopes and boulders. Water-falls. Manufacturing, the best thing. Compare with the Gulf Coastal plain in surface and climate. Review cotton growing and manufacturing. Find out the farm products of these states. Trace a map of New England as shown on page 67 and in this map trace Mississippi from the same page. Compare the sizes. Count the states. Find out the population of the group and compare with Mississippi. Find out some reasons for the difference.

Give story of when the Pilgrims landed. Locate on map. Read Whittier's description of a snow storm, and the life on a farm just after, from "Snow Bound." Read about the beautiful parks in Boston from Carpenter's North America. Read about making shoes at Lynn, from the same book and from Tarr and McMurry's Geography. Locate the big cities on the map and talk about what they manufacture and what they ship. Read about marble quarries. Review cod-fishing. Assign the map questions as a review after everything covered by them has been inquired about.

Tell the story of Paul Revere's ride.

(Use the Tarr and McMurry's Geography for additional information.)

The other sections may be developed more or less by the same plan. As suggested above a study of regions is much more logical than a study of political divisions; so use map page 71 very freely, and use the surface, climate and natural resources as a background every time for the development of industries and cities. Note where there are valleys and coastal plains where the people would farm. Turn back to the coal and iron map and locate centers in this region. Oysters again.

Read stories and show pictures of New York City, the biggest city in the United States. Tell the story of William Penn in connection with Philadelphia, and also the story of the signing of the Declaration of Independence, and of the Liberty Bell. Find the bays and talk about why they make good harbors. Find the big cities on these bays. Model this section in the sand pan and bring out the low slope to Lake Ontario, and the Mohawk Gap where the railroads from Chicago run to get to New York City. This has helped to make New York so big.

Talk about peanut butter and apples in Virginia. Concord grapes that we buy here grow in New York. Visit the grocery store and read the labels on the cans and bottles and see how many things we eat from this section. Use the pictures in the text and show pictures of Washington, of Niagara Falls. Locate on map. Locate the first settlement in the United States. Story of John Smith, etc.

Take up the whole southern section together. Study from a model or from a wall map so the states will not be divided. The model is necessary so the surface and its relation to farming in this section may be emphasized. Dwell on climate. Review the study of cotton, of lumbering. Find out other industries and products. Tobacco in Kentucky. Blue Grass region of Kentucky. Mineral products. Lack of rain in west Texas and Olkahoma. Review corn, wheat, cattle maps. Review sugar cane. Review the study of Mississippi. Why do we like best to live in Mississippi? Study rice and its culture. Petroleum in Louisiana, Oklahoma, Texas. Sulphur in Louisiana. Marble in Tennessee and Georgia. Iron and coal from Birmingham, and salt from Louisiana. Locate commercial centers and tell something that goes through each city.

Study the Prairie States as a whole. Their level surface and rich soil. Review wheat, corn, hogs, dairying. Study Chicago as a big railroad center where all the railroads reach the Lakes. Show pictures of boats on the Lakes. Discuss the cheapness of shipping by water and how many boats travel on the Lakes and where they go. Show their routes on map. Trace from Chicago to New York City, unloading at Buffalo. Discuss and locate Minneapolis, St. Louis, Cleveland, and other cities. Review iron ore from the Superior Region. Learn the names of the Great Lakes. Place on your old outline maps, naming and then coloring light blue

Study the states of the Western Plains—from the 97th meridian to the Rockies—as a region of little railfall and gently rolling surface. Cattle raising, dry farming, irrigation, scattered population, few large cities, and these near a water supply. (Notice most of the towns on streams.) Meat packing and shipping centers. The map studies should be used only for a review at the close of the study of a region.

Study all the Far West together, using the map on page 71 for the surface; the story of the westerly wind coming off the ocean full of water, how it goes up to the cold mountain top and loses its rain on the way,and when it comes down the other side it is so thirsty it drinks the land dry. Then take up the study of the Great Basin. Show on the relief map (or model) why it is called the Great Basin. What states are there? How big is Nevada? Compare with Mississippi on page 67. Only twice as many people live in all Nevada as live in Meridian, Miss. Can you guess why? Find out what the people do for a living. Review the minerals: Gold, silver, copper, etc. Locate in this section. Review lumbering. Locate here and tell why. (The trees on the west slope of the mountains.) Show pictures of Big Trees of California. Review the wheat map, the fruit study. Make a special study of the fruits of California and the apples of Washington. Salmon from the Columbia River. Locate the chief mining centers and the chief ports. Read about these cities in Carpenter's Geographical Reader of North America. Talk about the wonderful mountains and show pictures—how beautiful, and how many people go out just to see them. Pikes' Peak; Yellowstone Park and its geysers; Great Salt Lake. How railroads cross the mountains. Measure by scale of miles and find the distance from New York to San Francisco. From New Orleans to San Francisco; from Meridian to Seattle. Name some products shipped from Portland; from San Francisco. From Seattle. Los Angeles. The delightful winter climate. Fruits. Beautiful flowers. Great resort.

Beauties of Yosemite Valley. Raisin culture in the California valley. Description of how raisins are prepared.

Review gold and silver and copper. Locate the centers. Tell the story of the "49ers." Tell the story of "Death Valley" (from the World's Waste Places.)

Find out if the West manufactures many goods; what kind; where the raw material comes from. Water power and coal. Why the East is so far ahead in manufacturing. A great future for the West (an elementary discussion, bringing in natural resources, climate, and a more densely populated region).

FIFTH GRADE

Text: Frye's Elementary Geography—Complete text from p. 112.
Books for the pupils:
Coe's "Our American Neighbors."
Carpenter's Geographical Readers.
Miller's "Little People of Asia."
Starr's Strange Peoples.
Youth's Companion Series—"Toward the Rising Sun."
"The Wide World."
"Under Sunny Skies."
"Northern Europe."
Shaw's "Big People and Little People of Other Lands."
Chamberlain's "How We Are Fed".
"How We Are Clothed."
"How We Are Housed."
Ballou's "Footprints of Travel."
Carroll's "Around the World" (Book III).
"The Nurnberg Stove."
"The Dog of Flanders."

Poems—"Under the Greenwood Tree"—From "As You Like It."
The Leak in the Dike"—Cary.
"The Belfry of Bruges."—Longfellow.
"The Pipes of Lucknow."

For the Teacher: McMurry's "Method in Georgraphy" . Use the manual that accompanies the Tarr and McMurry Geographies for suggestions. Also note the list of "Books for Reference" in Appendix I of the First Book. The Dodge Series also has an excellent reference list. Have on the desk both the Tarr and McMurry and the Dodge geographies—Elementary books.

I. Review North America, study the supplement, and through page 115, (3 weeks). Much supplementary work should be done here as the text is meager. The climatic conditions should be strongly brought out to show the difference between life and industries in cold countries and in countries of the Hot Belt. Read stories of "Our Little Canadian Cousins," and of the Mexican Cowboys. Use the reference books to assign work to different pupils to report on. Have them collect all the pictures they can of Alaska, of Mexican life, of Hawaii, of the Philippines. Bring out the racial element in Mexico. Study up on its rich and undeveloped natural resources—gold, silver, oil and cattle. Mexico City, Vera Cruz, Tampico.

The Panama Canal. A map showing where located. Importance of shortening the journey from New Orleans and New York to San-Francisco, to China and Japan (show on the globe). Also lessening danger from storms around Cape Horn. Story of the trip of the Battleship Oregon around Cape Horn, and how this made the United States decide to dig the Canal.

II. South America (4 to 6 weeks)—As the pupils grow more mature and their fund of information increases, the geography teaching should gradually grow into more of the deductive process. More and more the main points of the lesson should assume the form of problems—simple, pertinent, and answers not too far afield, but some research and some thinking necessary on the part of the pupil.

Approach South America through Coffee, Cocoa and Nitrates for our fertilizers. Work back from these to discover the climate for production. What temperature and rainfall are necessary for coffee? for cocoa? If there had been rain on the nitrate of soda, what would have happened to it years ago? Locate area on map.

Locate coffee region. Study from books and magazines the production of coffee in Brazil. Plantations; picking; shipping to United States. Locate areas on relief map; on political map. Note relief of the regions. Hard to build railroads. Santos. Rio Janeiro. Why rain is on east side of mountains. Read about Indians living in South

America. Portugese came. Negroes brought over. Portugese make most of their money from coffee.

Work out cattle raising on the dry side of the Brazilian Highlands.

Find the equator. What does "equator" mean? Talk about the Hot Belt, the Brown Baby's home. Warm all the year round and plenty of rain. What about plant growth? Read graphic description of the forests of the Amazon River; its tributaries, the roads through the tangled forests. Show pictures. Locate on map. Model South America in sand to show basin drained by Amazon. Tell about the natives of Amazonia; about the rubber trees and how rubber is obtained. Have these descriptions reproduced from time to time to see if the pupils have correct ideas. Locate Para. Manaos. Measure distance apart. Trade of these towns. Rubber industy increased on account of the manufacture of automobiles. Uses of rubber. Notice lack of population in Matto Grosso. Hard to get to interior.

Compare Brazil and United States in size; in population.

Problem: Why are there more people in United States than in Brazil?

Problem: What can the people of Brazil do for a living, and with whom can they trade?

Problem: Why has Brazil so few large cities, and why are they all on the eastern coast?

Problem: Why does Brazil have summer all the year round?

On the model, work up the Andes, with no low passes, and make a narrow plain for western Chile. Tell the story of the winds from the east and the rain squeezed out before the wind crosses the high mountains, drinking up the moisture on the west side and leaving a desert half way south in Chili. Here the nitrate fields. Give graphic description. Read from Carpenter's "South America."

Problem: How could a desert make Chile rich and powerful? Further south, where the capital is, the wind is from the west. Where would the rain fall? Why are the cities along here? Why do most of the people live here? Why are the farms nearly all around Santiago and south of here? Nobody lives in the desert except the nitrate miners. Locate the nitrate shipping city. Imagine life in that town. Christmas in Santiago (seasons opposite ours). Tell about the earth's journey around the sun and show by the globe how we lean away from the sun and those people lean towards it in December. Compare Fourth of July. Do they care for our Fourth? Why not? Tell how they grow vegetables, wheat, and fruit from November to February and March, and their trees shed their leaves and their flowers freeze up in May. All white people in Chile, except few Indians in south.

Show on the model how level Argentina is. Show where it is semi-arid. Why? What grows there? Tell about the tall grass of the pampas. Very few people live in this country. What might they raise and ship to us and London? Show pictures of cattle on the pampas. Read about the cattle, the sheep, the hides, and the wheat that Argentina ships. Compare with story of our western plains. Read about Buenos Aires. Why is it called the "New York of South America?"

Compare the coastline of eastern South America with that of eastern North America. Which has the more bays?

Problem: Which carries on the greater amount of commerce with Europe, and why—North America or South America?

Where would you rather live, in Rio or Buenos Aires? Why?

Study the Andes country. Use the map page 124, and the sand model.

Problem: How can people among such mountains make a living? Minerals. Vegetables. Products of the plateaus and valleys. Quinine. Chocolate. Rubber.

Problem: Find four good reasons why South America ought to trade with the United States more than with Europe.

What do they buy from us? What do we buy from them?

An imaginary trip to a coffee plantation in Brazil, starting from New Orleans on Thanksgiving, spending Christmas day in Rio and then on to the plantation. (Or to a cattle ranch, or with the rubber hunters.)

III. Europe (8 to 12 weeks). As Europe is our Mother Country, more time is given to this study than to any other country except North America. The study is rich in historical allusions, in beautiful stories and legends, in wonderful pictures, marvelous cathedrals, and ruins of empires that flourished hundreds of years before Columbus discovered America; in snow-capped mountains and sky blue lakes that the whole world talks about. How could the study of Europe be other than full of life and interest? If the teacher did nothing but lead the children to read the wonderful legends of Beowulf and King Arthur, or of the Norseman and of the Vikings, the Fairy Tales of Andersen and Grimm, the story of Siegfried and the Rhinegold, and find where the countries are, the time would not be lost.

A week spent on these stories, and then on the story of Columbus at home, or the Pilgrims in England and in Holland, would be the best way to prepare for the land where all this took place. The map used and the places located. The distance across the ocean determined. The ships Columbus had. The vessels the Pilgrims sailed in. How long they were on their way. How long ago all that was; the changes now. A different America and a different Europe.

Europe due east of Canada. Why not as cold as Canada? Westerly winds from off the ocean. (Do not overestimate the Gulf Stream).

Rain in Ireland, in England, in Germany, in France, in Russia. Which would have more rain and milder climate—Norway or Sweden? (Consult relief map.)

Study relief map for surface. Put together temperature, rainfall, and surface, and see what you think the people could grow.

Compare the size of England with Mississippi. Compare France and Germany with Mississippi. Compare each with Mississippi in population. How much land would be left to cultivate?

Problem: Can these countries feed themselves?

Problem: What can they exchange for food?

Does Mississippi send them any products? "What goes from your farm, John?"

Study of beet sugar in France and Germany; of cheese in Holland and Belgium; of butter in Denmark; of macaroni, lemons, and olives in Italy; of grapes, wine and silk in France; of wheat in Russia; of oats and barley in Germany; of some wheat in England.

Problem: What do people of England do for a living?

Model a relief map of Europe and divide into countries. Show which way the mountains run. Compare with North and South America.

Problem: Has Europe any deserts? Notice how the westerly winds blow in the same direction the mountains run.

Why the biggest industry is manufacturing. Locate the big mills; tell what they make and where they get their raw material. Where each country gets its coal. To whom do they sell their goods? Name some fancy things made in France (ribbons, perfumes, tapestries, silks, etc.) Sells luxuries. Read about tons of roses used to make perfume at Nice. Read about beautiful Paris before the war. Marseilles, the port for France toward her colonies and Asia. Find her colonies. Go to India by water from Marseilles. Canals. Liverpool, the great cotton port. Manchester near coal fields. Great mills here. Plenty of iron. England rich. Owns Canada, India, Australia, and Colonies. Owned us until we won in the Revolutionary War. London, largest city in the world. England's hosts of ships; more trade than any other country. Island country and good harbors. What England makes and sells. What she buys from us. From South America.

Germany: home of Christmas toys (before the war.) Everything made in Germany. Country so crowded people had to learn to make things better than anybody else, so the things would sell and they could buy food.

Give each pupil a large (12 in. by 15 in.) outline map of Europe. Each writes names of countries and locates cities. Learns something special to tell about each country and city. Story of Peter the Great when Petrograd is given. Columbus, for Genoa. Eruption of Vesuvius, for Naples. Ferdinand and Isabella and the discovery of America, for

Spain. William Tell for Switzerland. Joan of Arc, or Napoleon, for France. The terrible beginning of the war for Liege. Berlin, where the Kaiser lives. Belgium, where our soldiers have fought and where the people have been so brave, and the children have suffered from cold and hunger.

The teacher must read the magazines and newspapers and use her information to make the countries of Europe alive for the children. Europe has never been so full of interest to us before in our history.

Locate all the chief ports. Compare the coast line of Europe with that of South America.

Problem: Which can trade best by ships?

Greece, etc. Work up from history, descriptions, etc. Story of Athens and Sparta. Study Constantinople and the Turks. Their religion. Their race. Their customs. Locate their country as it extends into Asia.

Learn the oceans and seas around Europe. Which harbors freeze up and which are open in winter. How this affects commerce. Learn the big rivers, their use. Canals in England, Holland, France and Germany; network of railroads. Good of this. Read in "Land We Live In" on forests abroad and at home and compare their care of the forests with our care of them. Compare Europe and North America in mineral productions.

Problem: Which could live better without the other, America or Europe? Why?

IV. Study of Asia (4 weeks). An intensive study of Japan, China, and India. Location and brief study of other countries. Begin with the Japanese. Their island country. The people. The crowded population. Size of their farms. What they eat (fish, rice and tea). What they sell. (Camphor, from Japanese island in Hot Belt, tea, rice and silk.) What they buy from us. How clever they are. In our universities. Something of their customs. Our customs look as queer to them, we must remember. Mills. Cities. Distance from Yokohoma to San Francisco. A visit to Yokohoma to a Japanese boy or girl and how you were treated, what you wore, what you ate, how you slept, sat down; the house, etc.

Use pictures, maps and models. Model Asia in sand to bring out Tibet and Himalaya mountains. Barrier between China and India.

India. Read the story of "Kablu" in **Ten Boys on the Road from Long Ago to Now**, to show that the Hindus are white people, and how they came by their name. Review India in "Around the World" Book II. The story of Columbus and his idea of reaching India by sailing west. Show both routes to India on a globe. Why he wanted to reach India and the islands near by. Tea, spices, cotton, cocoanuts, wheat, rice. Climate of India. Size compared with the United States. Population compared. Find on map where population is densest. Why?

Famines at times. Why? Thousands die. Read Pratt's "Stories of India." Some very rich, highly educated people living in Calcutta, Bombay, and some are princes, ruling whole provinces.

India under English government. Poem: "Pipes of Lucknow." Why capital has been moved to Delhi. Pictures showing the fields and the natives. What India sells to England and what the ships bring back. Read Kipling's "Jungle Books."

Study the pictures in the text for the kind of country Siberia is. Review "Gemila, the Child of the Desert," and "Around the World," Book I., for Arabia. Show pictures of Arabs, of Arabian horses. Talk about dates; pictures of date palms. Coffee in Arabia. Review lesson 67, page 46.

Study about the Turks and find out where they live.

Africa. Read "Egypt" in "Around the World," Book II. In "The Wide World," Carpenter's Reader on Africa, and Lyde's "Geography of Africa." Study the map in class and locate the places talked about. How big a country is Africa? Has it any cold weather? Show on a globe that it is nearly all in the Hot Belt. Rain in different sections. The big Sahara Desert. The Nile rising in the mountains and when the heavy rainy season comes over its headwaters the river overflows and spreads out over the desert country close by its banks. What time of the year? Planting crops any time of the year. What can they grow there? What they sell.

The Suez Canal. Tell the use and locate on map. Trace ships from England through canal to India. Find Alexandria. Cairo on the Delta.

Diamonds and gold in South Africa. Johannesburg. Capetown. Under English rule.

The jungles where the heavy rain falls, and there is hot weather all the time. Elephants and ivory. Carrying the ivory north across the desert. The people of the jungle country. Review lesson 61, pages 35-36.

What we buy from Africa (cotton from Egypt).

Australia. Land of the kangaroo; of big sheep farms. Show pictures. Australia in Hot Belt. Tasmania just out of Hot Belt. Why white people nearly all live in southern and eastern part. Central part a desert. Gold. Sheep. Cattle. Apples from Tasmania shipped to England. Read Carpenter's "Australia." Clow's "Stories of Industry;" Ballou's "Foot-prints of Travel;" Sydney; Melbourne; Adelaide; Perth on the thinly settled western coast. Railroads. Trade with the United States and England.

A trip from Mississippi to Australia to spend Christmas in Adelaide or Victoria.

SIXTH GRADE.

Books for Supplementary Work.

"Madam How and Lady Why." (45c)
"The World and Its People," Vol V.
"Around the World." (50c.)
Carpenter's Readers. (60c.)
Western United States. (60c.)
"Conquest of Arid America."
"Representative Cities in the United States. (60c).
Peary's North Pole ($3.70.)
"Wealth of the World's Waste Places" (60c).
"The Mississippi River." ($2.75.)
"The Winning of Barbara Worth" ($1.50.)
"Geographical Influences in American History."
Type Studies. (McMurry, 50c).
Salisbury's "Physiography (Briefer Course, $1.50).
Adam's "Commercial Geography" ($1.25).
Industrial Studies of the United States (75c).
World's Almanac (30c).
Statesman's Year Book ($3.25.)
"Walks and Talks in the Geological Field"—Winchell.

For the Teacher.

Salisbury's "Advanced Physiography."
McMurry's Methods in Geography.
Sutherland's "Teaching of Geography."

Material for the pupils: Geographical note books, Book III, by Dodge (15c)—Atkinson, Mentzer & Co., Chicago. (Colored crayons.)

Relief wall maps. A blackboard outline map of the United States for review work. Clay, salt and flour, or paper, pulp for relief maps for exhibition.

Write the Weather Bureau at Meridian for the daily weather map; write to the Weather Bureau at Vicksburg for material available for studying weather maps.

With the sixth grade the advanced text is taken up, and the teacher's responsibility increases, rather than ceases, as so many teachers have seemed to think in times past—judging from the woful lack of geographical knowledge exhibited by high school and college students of past and present day.

The sixth grade child is ten, eleven, twelve, or, at most, barely more than thirteen years of age. With no more maturity and no more reasoning power than the average person has at that age it is impossible for him to understand or to be interested in an abstract discussion of longitude and latitude—a subject the first-year college student understands none too easily. And since the soul of the adolescent youth is stirred with varied emotions and all sorts of interests in people, a dead study of valleys, rivers, and mountains fails to quicken his spirit; instead, such a process is apt to turn to loathing what would otherwise have been a healthy, enthusiastic curiosity.

If the teacher is wise and has become tactful through the study of the psychology of growing boys and girls, she will refuse to follow a text she thinks poor and unpedagogical, and will outline her work to interest and hold the pupils while at the same time it forces them to dig up important truths out of this big old world of ours.

Subject for the year: North America.

The story of our continent. Mississippi was once sea-bottom. How do we know? (Shells found in digging wells, limestone, etc.) The whole coastal plain was ocean bottom. The mouth of the Mississippi River was north of Cairo, Illinois. Sea shells are found on tops of high mountains. Where did the iron come from? The coal? When interest is aroused, tell the story—or have them read it—of how the earth began; of the outside cooling first, the inside shrinking and the crust wrinkling to fit it. Use the illustration of an apple baked with the peeling on, and the peel wrinkling to fit the cool apple. The wrinkles are mountains, the hollows are valleys. How water gathered in the deepest hollows. How the high part rose and fell a number of times during millions of years, finally leaving the continents as we find them. (Give the story as outlined in Tarr and McMurry's Geography, Second Book). How coal was made as time went on. How the rocks weathered and soil was formed. The Mississippi River built its long delta, the coastal plain came up and staid up. The Rocky Mountains younger than the Appalachian and how we know. How ground water collects the minerals in veins in the rocks so man can use them. How some heat still bursts out from the interior through weak places and makes volcanoes. Search in books and on maps for volcanoes on the earth. Read a graphic description of an eruption. Carpenter's "Europe," and "Islands of the Sea." Read all of the "Western United States" and "The World's Waste Places." (These will appeal strongly to children of this age.)

The romantic story of the Ice Age. Show a map of the extent of the largest ice sheet. Have the pupils trace a map of North America with outline of United States showing, and on it color the area of the ice sheet, emphasizing its southern limit in the United States, and its extension beyond the coast line. Show Long Island and Nantucket as high parts of the moraine. How a glacier moves; how it scratches rocks (pictures), breaks off boulders. When it melts how it dumps boulders and ground-up rock anywhere. Pictures. How deep the Great Glacier must have been and how we know. All this before man came on earth. Show pictures of boulder-strewn New England; of water-falls and lakes left by the glacier. Great Lakes made by the ice sheet. The rich soils of the prairie states. Show states on a map. (Read Physiography.)

The land sinks and rises to this day. Chesapeake and Delaware Bays. San Francisco Bay. The coast of Maine. Drowned valleys. Coast line south of Norfolk rising. Earthquakes are the rocks slipping. Read "Madam How and Lady Why."

The soil made and the plains formed, all ready for plants and animals and man to live on. A study of the plants and animals of North America. Use the pictures in Tarr and McMurry's Geography, in the text, and in the readers.

Take up the frozen north—the tundras—give a graphic description and show pictures. Review Eskimos. Read Peary's "North Pole," and the chapter "Antarctica" in "The World's Waste Places." The penguins. Why the bears and the birds are white; what the animals and people live on. The effect of climate on the people. Hard work to find food. No time for anything else. Vegetation. Locate the ice desert on a map.

A dry desert in North America. Plants (pictures); grassy plains; reasons for dryness. Animals of the western mountains and of the dry plains. Forests on the Pacific slope. Pictures of the big trees. Reasons why vegetation is different there—westerly winds from the Pacific; effect of mountain barrier shown on relief map of United States or North America.

Plants and animals in Mexico and Central America. Torrid zone. Rays of sun shine straight so much of the year.

People. Story of the Indians who lived here when Columbus came. Their life as told in "Hiawatha," in "The Last of the Mohicans," and in "Deerslayer." Their bravery and warlike spirit. The most advanced of these the Aztecs of Mexico. Reasons why the Indians could never have become progressive and industrious—no impassable barriers to afford protection from other tribes.

A brief history of the exploration and settlement of our country, using the map and the globe to show why people settled along the coastal plain; show the position of Europe and America. The wars for possession, and the territory gained in other ways till we owned from ocean to ocean. Use maps freely. Make out a list of review questions and have a contest.

From 2 to 3 weeks can be very profitably spent on this introductory work before the United States is taken up in detail. As the rest of the year is to be spent on an intensive study of North America this work should be full of life so as to arouse interest in what is to follow.

United States.

Problem: The narrow ocean being on the eastern side has been of what advantage in the development and history of the United States?

In solving this begin with the voyage of Columbus and show that if an ocean as wide as the Pacific had been between the United States and Europe the discovery would probably have been delayed many years. Ships were small sailing vessels, knowledge of the sea and the world was meager, people were superstitious. The early colonists would have hesitated before crossing such a broad ocean to make their homes in an unknown land, etc. Commerce today is carried on chiefly with Europe across the narrow ocean.

Advantages of having so many bays on the eastern coast. Why is the coast line broken by so many arms of the sea reaching into the land? Advantages of facing the two big oceans of the world. No other great country has this advantage. Study at all times with the books open at the maps. Consult the maps of other countries to prove statements.

Find the equator on a globe and find how many miles from the United States to the equator. How many latitude degrees? Explain briefly that latitude is used to show the distance north or south of the equator, so a ship on the ocean can send out a wireless and let the people on land know where to come if it springs a leak. So many degrees means that far away from the Hot Belt when on land, so when a person notices the latitude on a map he will know whether that is a warm country all of the year round or whether it is cold most of the time. How many miles to one latitude degree? In northern hemisphere the angle the north star makes with the horizon is the latitude. When one stands on the pole the star is overhead, the angle is a right angle or 90 degrees. As he away over the curve of the earth the north star seems to sink lower, and when he stands on the equator the star is on the horizon, and the angle and latitude become zero degrees.

Find on a map the latitude of South Mississippi; of Chicago; of Boston. Compare these with London, Rome, Hammerfest. What does that mean about the climate of the United States? Do we have long seasons of cold like Canada? Or summer all the time like Mexico?

Problem: Why are people more progressive and better-developed where it is neither too long winter nor too long summer?

Use the relief map and discuss the broad belts of climate, and reasons for differences, in the United States. The even temperature of the Pacific slope and the causes. The heavier rainfall of western Washington and Oregon, the lighter rain on coast of Southern California, and causes. Results in heavy forests to the north. Strong westerly winds emphasized north of latitude 40 degrees. Calm belt south of this prevents moisture coming in during the summer. The dryness of the Great Basin and the causes for this. What states have to suffer? What the people do for water. Why rain on the high Rockies? Why does nothing but grass grow on the plains just east of the Rockies? What is the common occupation of the people here? Pictures. Rain grows heavier further east and very heavy on the Gulf Coast. The light warm air of the interior rises; the moist air from the Gulf and Atlantic rushes in; this air, being moist and light, rises, is chilled, and loses its moisture. In winter the land is colder than the inblowing air; so heavy rains fall near the coast. Talk about the "low pressure" and the "high pressure" and their regular movement toward the east. Introduce the weather map. Explain the symbols and have them watch the map and predict the weather for a week at the time. The service rendered by the Weather Bureau. Why it is kept up by the government. Get daily weather map and post it on the wall for the use of the pupils.

Discuss the excessive heat of the interior in the summer and its extreme cold in the winter. Reasons for these extremes of heat and cold. Characteristics of continental climates. Show map of central Asia and read about the climate. Why is the range of temperature greater on the eastern coast of the United States than on the western? Study isotherms and the reasons for their not being parellel with the latitude lines. Consult a January isothermal map (Dodge's Advanced Geography) and work out the reasons for San Francisco's being warmer than St. Louis; Sitka than Winnipeg.

Consult the relief map and divide the United States up into regions according to the surface. Give each pupil an outline map of the United States, 6 by 10 inches, with no names on it (or have him trace a map that size for his own use; or best of all use a United States map in the back of his geographical note-book No. III.); with a dotted line outline the physical divisions; print the names; Atlantic Coastal Plain, Piedmont Belt, App. Mountains, New England Highlands, Great Valley, Cumberland Plateau, Allegheny Plateau, Prairies, Superior Uplands, Gulf Coastal Plain, Ozark Plateau, Western Plains, Rocky Mountains, Colorado Plateau, Great Basin, Columbia Plateau, Pacific Slope, and California Valley (the divisions given by Dodge; also by Tarr and McMurry). Use colored crayons and shade the Coastal Plains, the Great Valley, and the Colorado Valley light green; the Piedmont Plateau yellow; the mountains everywhere brown, darker brown for the higher mountains, and the bright colors for the other regions, using contrasting colors next to one another. This fixes the location of the regions in the mind.

Study briefly the characteristics of each region, associating the industries with the surface and climate. Make a brief study of cotton, sugar cane, and rice on the Costal Plain; read Carpenter's "North America" on this region.

Problem: Why must the Southern people grow the cotton for the nation?

Problem: Why must the Prairies grow most of the wheat?

Study grazing for the Western Plains and why; fruit for the California Valley; mining for the mountains; coal and iron in the east; gold, silver, lead and copper in the west; farming where there is level land and enough rain; manufacturing where there is water power or coal, and where raw material may be produced. Lots of trade where there is an abundant supply; so cities grow up in each region: New Orleans to ship cotton; Chicago to ship wheat and meat; San Francisco for fruit; Denver for gold and silver, etc. Forests grow where the rainfall is heavy enough. Locate the forest areas, and comment on the widely separated sections being provided with lumber near by.

After this brief survey of the regions of the United States as a whole and the emphasized relations between surface and climate on the one hand and industries on the other, a more detailed study of the states is taken up. The most rational way to do this is to take the states of these physical divisions, work out the surface, soil, coast line and climate, and from these as a basis build up the biggest industries and largest cities as a direct result of these factors. The children are old enough to work from cause to effect as well as from effect back to cause, and deductive reasoning should be encouraged all through this year.

The New England Highlands form a unit, physically and historically. Begin with the political map of the United States. Locate New England. Count the states; compare in size with Texas; with Mississippi. Trace roughly an outline map of Texas and on this trace New England in one corner, using the same scale maps. Compare in population. Compare the size of Rhode Island and Yazoo County, Mississippi. Compare them in population. Notice the location of New England with reference to Europe. Value of this to commerce. Factor in the early settlement. Surface studied from relief map. On a large outline map of New England preferably the map of New England in the "note book" No. III.), shade in with black pencil to show the relief of the region. Follow directions given for shading in Sutherland's Teaching of Geography. Have the whole area shaded lightly; then run the lines obliquely (making them blend) for the ridges; let the slopes come close together where the valleys are young; wider apart for mature valleys; shade horizontally for the valley flat. Bring out distinctly the Connecticut Valley, the White Mountains, the Green Mountains, the Berkshire Hills, the mountains and plateaus of Maine. Start this work in class and give as much individual assistance as possible for the first map. Use the relief map in the text to go by. While you correct their work, talk about the farming in the valleys where it is not too rocky; about the waterfalls in the rivers; the number of lakes (have the largest put in); ask reasons for the boulders seen in the pictures, for the water falls, the lakes,the numerous firod-like harbors.

Have the ice sheet and its work reviewed. Get the opinion of the class on the amount of land fitted for cultivation in New England; the size of the farms. Study the text for information on the subject. What does New England seem fitted for? Water falls, nearness to coal, good harbors, forests on the mountains for the ships, nearness to Europe, direct connection by water and rail with the cotton fields—conclusion: manufacturing pays better than farming. Some good farms in the valley: find out what they can raise with a good rainfall but a long cold winter, and a late spring and early fall. Review area and population.

Problem: How does New England feed her people?

Enumerate: Numerous small harbors, wide continental shelf, plenty of fish in these waters—hundreds of the people fish for a living. Read "Cod-fisheries" in McMurry's Type Studies. Locate Gloucester. Study the text for the name and location of the chief manufacturing towns. Do part of this in class, consulting the map frequently. Bring out three good reasons for Boston's being the most important city; for the size of Providence; for the importance of Burlington; location of Hartford. After a lesson for the discussion of cities has been given, and Carpenter's Reader has been consulted and various readings reported in class, have books closed, and under the direction of the teacher have places and names put on the map, which has been nameless till now; e. g., "Print neatly the abbreviations for the states in their proper places." Everybody does this. "Print the names on the rivers." "John, tell me what city you think should be put in first." 'Henry, why is Boston just there, and why is it the first city?" (reasons tersely given). Thus the discussion proceeds. If a pupil does not know where to place a city, he waits for that till the work is finished and the teacher tells him to consult his map in the text. Do not let one pupil tell another where names should be placed—have it learned from the map.

Assign to each pupil (or to two pupils) one of the following topics to be worked up as a report:

1. New England's place in pioneer history.
2. New England's place in Revolutionary history.
3. New England's place in manufacturing.
4. New England's place in farming.
5. New England's place in dairying.
6. New England's place in commerce.

7. New England's place in literature.
8. New England's place in education.
9. New England's place in mining.
10. New England's place in lumbering.
11. New England's place in sugar-making.
12. New England's place in fishing.
13. New England's place as a resort.
14. The scenery of New England.

When these reports are made have the books open in class and locate the places mentioned. Have a special report on the "Hoosac Tunnel" as given in Type Studies; how it saved Boston's western trade.

Would they prefer to live in New England rather than in Mississippi. Why? or Why not?

Bring out Mississippi's advantages. Tell them there is lots to learn about Mississippi yet.

The detailed discussion of New England will serve as a type for the study of any section. Always emphasize the influence of the physical factors, including natural resources.

In the Middle Atlantic section when the relief map is made, work out carefully a somewhat level route along the shore of Lake Ontario and a distinct water-gap where the Mohawk runs, and put in the Erie Canal. Discuss this route as the only one for railroads to New York City from Chicago and the West. Show in this way the western hinterland that backs up New York City, and accounts in a large measure for that city's being so important. Work up products going back and forth on these roads.

Problem: What factors have made New York City the metropolis of the United States?

Problem: How have the Niagara Falls made the city of Buffalo?

Work out the immense cargoes the lake country ships; Niagara Falls blocks the outlet; boats unload at Buffalo for the barges and railroads; mills have grown up, etc. A break in transportation usually builds a city. Examples: New Orleans, Chicago, St. Louis.

Compare number and importance of cities with those of New England. Note reasons for size of Pittsburg, Philadelphia, Baltimore. Study Washington as the beautiful government city. Pictures. Descriptions.

Oysters at Baltimore (Carpenter). Steel at Pittsburg. Silk manfactures in New Jersey. Anthracite coal in eastern Pennsylvania Salt at Syracuse. Farming in Virginia. Work out topics in detail as in study of New England. Read from "Representative Cities." Have pupils read Irving's "Legend of Sleepy Hollow" and "Rip Van Winkle" and notice the places and descriptions. Find on the map in the text the scenes of famous historical events: signing of the Declaration of

Independence, Surrender of Cornwallis, Gettysburg, Appamatox, Manassas, Harper's Ferry, Shenandoah Valley, etc.

In working up the Atlantic and Gulf Coastal Plain states emphasize surface, soil, and climate—particularly the last. All three together make us a farming people but climate decides the cotton proposition—also sugar-making. Compare with New England with respect to each factor.

Problem: Is it wise to follow the way nature points when we are choosing industries?

Problem: Why do North and South Carolina rank next to Massachusetts in cotton manufacturing?

Problem: Show that the geographical differences between the North and the South were big factors in bringing about the Civil War.

Have Carpenter and other books read and get the pupils informed on the possibilities of the South. Instill pride of country and patriotism into their hearts. Make a detailed study of the wealth of agricultural products of the South. All other industries dependent on the farm and its products. Need for Agricultural schools. Mississippi's great progress along this line. Our clubs for the boys and girls and how they help. Study the special products and the kind of life in every state or section of the region. The development. Read, and use pictures.

Study the mineral resources—iron and coal in Alabama, phosphate in Tennessee and Florida, marble, oil, salt, sulphur. Locate on the pupil's map all the important towns and learn some facts worth knowing about each. (This map should cover the states from North Carolina through Texas—a physical unit).

When the Prairies are under discussion the great ice sheet and its effect should be reviewed. This accounts in part for the rich soil of this region. How the ice sheet helped the prairies and ruined New England.

Work up the Great Lakes as important highways of trade. The "Soo" Canal. Why Chicago is such a big railroad center. Why so many railroads. Cleveland. Cincinnati. Columbus. St. Louis. Omaha. Kansas City. Minneapolis and St. Paul. Other cities

Iron ore and copper found in Superior Uplands. This region chief source of iron. Ore carried across the lakes to cities near coal fields.

Lumbering in Wisconsin compared with lumbering in Mississippi.

Dairying in this region. Corn. Hogs. Wheat.

Grazing and dry-farming on the western plains. Let the map be a product map instead of a relief map. Parallel line in ink the grazing area and shade in red the dry-farming parts. Read up on scattered population. Notice the towns built along the water courses.

Plateau states. Sheep-raising and mining in the western mountains. Why sheep here? Exchange gold dust and wool for what?

Pike's Peak. Yellowstone National Park. Glacier Park. Grand Canyon.

Study Salt Lake City and Great Basin. Read "Western United States," and the "Conquest of Arid America." Compare size and population of Nevada with those facts on Mississippi. Population of Nevada compared with our largest city in Mississippi. How those people live.

Have a relief map made of the Pacific states. Bring out sharply the California Valley with the drowned San Francisco Bay. Study rainfall thoroughly—all on the western slopes of the mountains; air dry in valley—grapes dry to raisins in open air. Study fruit-growing in California. More money from fruit than from gold. Rush to California in 1849.

Same for the Willamette and Puget Sound Valleys. Water-gap of the Columbia. Scarcity of harbors on the western coast. Reasons. Cities. Route to Asia and Australia. What products the western people buy from the East.

Problem: Why California is the leading fruit state.

Problem: Why we find borax in the Death Valley.

Problem. Why does Columbia Plateau have so little rainfall?

Problem: Why is the winter climate of San Francisco more mild than that of St. Louis.

Problem: The West as a popular scenic resort.

Mt. Shasta. Mount Rainer. Yosemite Valley. Big Trees. Glaciers.

Study Alaska. Read Carpenter. Study relief map in text. Mountains on south coast. Winds from the ocean. Mild coastal climate with heavy rainfall. Value of line of broken coast extending southward. Interior hard to reach. Frozen greater part of the year. Vegetables will grow rapidly during the long laylight in the short summer time. Gold fever carries most of the people there. Coal. Furs. Salmon. Seals. Railroads scarce and hard to build. Towns. Shifting population. High prices of foods.

Problem: The possibilities of Alaska and its value to the United States.

History of purchase. Price paid. Return on more than that each year from one product.

Study of Hawaii. Philippines. Samoan Islands. Porto Rica. Value of each to the United States.

Study of Canada (3 weeks). Read Carpenter. Also "Canada As It is." Compare with United States in size, in climate, in surface, in amount of land that can be cultivated, in population. Population dense in the south and east—why? Location of coal and iron. East manufacturing region. Settled first. Closer to Europe. Western plains wheat region. British Columbia and Lake region in the East great fruit regions. Why? Montreal. Quebec. Toronto. Winnipeg. Vancouver. Victoria. Klondike region. Under British rule. Loyal to England. Newfoundland separate government. Fishing off the Grand Banks. Labrador bleak and cold. Labrador current. Canada's part in the great war.

Problem: Will Canada ever be a serious commercial rival of the United States?

Greenland belongs to Denmark. Covered by an ice sheet except around the edges. Eskimo villages. Read Peary's "North Pole" and Carpenter for life of the Eskimos.

Mexico. Read Carpenter. Study the poverty of the people and their low standard of living. Government and religion. Mexico a country rich in natural resources but poor in development. Oil. Gold. Silver. Cattle. Study the relief map. The climate. Farming lands. Dry plains to the north; the cattle section. Owned by a few rich men. The population densest on the plateau. Why? Mexico City there. The story of Mexico in the time of the Montezumas. Government now.

Tropical fruits. Cities. Mexico City. Vera Cruz. Tampico. Acapulco. Tehuantepec.

Yucantan a dry state. Lower California. Locate places on the map.

Panama. Read about building the canal. What it cost. Depth, width, length, locks. Colon and Panama. Value to the United States and the rest of the world.

An intensive study of Mississippi (4 weeks). Have copies of Bulletins No. 12 and No. 8 from the State Geological Survey (free) for the pupils to use. Assign lessons after a discussion of the soil map of Mississippi found in the bulletin. Have a geologic wall map (free) and a political wall map to study from. Study by natural divisions as outlined in the bulletin, omitting all technical studies. In each section search for information on the surface, the drainage, the kind of soil, the cultivation, the best crops recommended, the development, the products; locate on the map and talk about counties in each section till they are familiar with the development of the group. Locate the big streams. Study drainage, navigability. Special fertility of the Delta. Read the book "Mississippi River" for extent of the delta. Study Prairie Belt as an alfalfa and dairying region. Why? The Long Leaf Pine Region a big lumber and turpentine section. Oranges on the coast. Sugar cane profitable.

Problem: Why Mississippi's leading crop has always been cotton.

Level surface: fertile soils; genial climate with abundant rainfall; progressive people; good schools; agricultural schools; county demonstrators; club organizers.

Ideal cattle raising and dairying state. Compare with Wisconsin in advantages. Why no more developed?

Get all additional information possible on the products shipped out. Write A. & M. College for reports from their department of markets.

Sketch a map of Mississippi half as large again as the one in the bulletin. Put in the rivers and dot on the soil divisions. Draw 6 trunk lines of railroads in red pencil. Discuss the section each railroad opened up to markets—trucking developed along the Illinois Central (why?) and along the coast. Strawberries, tomatoes, etc., centered at certain places. Why? Locate on the map 12 important towns. What sections and what counties are they in? Study Biloxi for oysters, shrimp and fish; Laurel and Hattiesburg for yellow pine lumber; Charleston for hardwood lumber; Greenville a cotton town, etc. Locate the state schools; find out the enrollment, the cost, the courses of study in each. Number of agricultural schools; in which counties. (Write the state superintendent for bulletins) Trace the commodities we ship to outside markets. (Study good roads).

Mississippi's manufactures. (Consult report in Statesman's Year Book or from Bureau of Census, Washington.)

Problem: Compare Mississippi with New England in soil, surface, climate, coast line, natural resources, and decide if it is better for Mississippi to farm and New England to manufacture, or not.

SUGGESTIONS FOR THE SEVENTH GRADE.

SUPPLEMENTARY WORK.

Write Department of Commerce at Washington for a classified list of the publications on the products and exports of Philippine Islands, of Hawaii, of Japan, of Brazil, etc.

Write Mississippi State Geol. Survey for a list of the state bulletins (bulletins furnished free).

Write big railroad and steamship companies for booklets, inclosing postage: United Fruit Steamship Co., New Orleans, for booklet on trips to Cuba, Central America and Panama Canal.

Northern Pacific Railroad, Chicago (Gen'l Passenger Agent.)

Union Pacific Railroad, St. Louis, Mo.

Great Northern Railroad, Chicago.

New Orleans & Northeastern (for booklet on North Carolina resorts), New Orleans, La.

Chambers of Commerce for advertising booklets: Toronto, Vancouver, St. Paul, Birmingham, San Francisco, Denver, Pittsburg, Omaha, Seattle, Buffalo, Spokane, Peoria.

BOOKS

Carpenters readers of all the continents. (60c).
Bryce's "South America: Observations and Impressions."
Bowman's "South American Reader."
Domville-Fife's Great States of South America.
Freeman's "World's Commercial Products."
"Wealth of the World's Waste Places." (

National Geographic Magazine (National Geographic Society, Washington $2.50 a year.)
"Modern Europe."
"Asia":—Geographical Reader—Huntington.
"Industrial Studies of Europe."—Allen (80c).
"Industrial Studies of Asia."—Allen (80c).
"Robinson's Commercial Geography"—R. McNally, Chicago (1.25)
The World and Its People (maps)—Rand, McNally, Chicago.
Bulletin of the Pan-American Union (a magazine)—Washington, D. C., ($2.00 a year.)

An Explorer's Adventures in Tibet—Landor.

Consult the book list for the fifth grade. Use up-to-date magazines and periodicals. Use Geographical Note-Books for the outline maps—Book IV. (15c)—Atkinson, Metzner & Co., Chicago.

By all means have copies of up-to-date geographies on the teacher's desk for the pupils to use—Tarr & McMurry's and Dodge's Advanced Geographies; King's Geography.

Political and physical wall maps are necessary. Also a rainfall map of the world. (Write Rand. McNally for a catalogue, also Nystrom & Co., Chicago.)

SEVENTH GRADE WORK.

Principles of Geography—4 weeks.
South America—6 weeks.
Europe—12 weeks.
Asia—6 weeks.
Africa—2 weeks.
Australia—2 weeks.
Islands of the Sea—1 week.
Review and Comparison of the Continents—2 weeks.

An excellent outline as a type for the study of these continents is given in the Elementary School Journal, October, 1917, University of Chicago Press, price 20 cents per copy. McMurry's Methods also gives a more complete outline than the limited space of this bulletin will allow.

The pupils are old enough to grasp an elementary discussion of latitude and longitude. Needed by the sailors to locate ships, and indicated on maps for the purpose of location of places. Explain simply that for longitude a starting place had to be selected, and Greenwich observatory in London was agreed upon. Explain how the counting is done. If the earth turns around 360 degrees in 24 hours, it turns 15 degrees in 1 hour, turning toward the east. Simple problems in longitude and time given: When you are eating your lunch at noon what are the children in Greenwich doing? Who sees the sun first when it is rising? The sun gets over our meridian before it gets over the people of Denver. What are they doing at our noon? And so on. Review latitude and show how we have some idea of the climate when we know the latitude of a place. Use maps, and practice looking up places and estimating climate.

Study changes of seasons and the reasons for this. Have one pupil be the sun; incline the globe to the north 23½ degrees and have another pupil carry it around the first one, who is using a pointer as a ray of light. Show that in our summer we have the straighter rays, while in winter we have the very slanting ray. Explain why these rays heat differently. Use a clinometer and take the observation at noon from time to time as the sun sinks in the southern sky; again after December watch it rise higher week by week. Notice how many degrees high the sun is the day it crosses the equator. Take that from 90 and it gives your latitude. (To the teacher: Study latitude and altitude of the sun in Salisbury's Advanced Physiography) Learn what makes the Arctic Circle. The Tropics. Practice looking up latitude and longitude on maps. Regard them as terms for distance, not merely lines on a map. (A good discussion for this work is given by Dodge and Tarr and McMurry in their Advanced Geographies) Standard time belts shown on a map.

Study atmosphere. (Heat-Equator). Wind systems; their causes (in an elementary way), and their effect on climate. Trades, Westerlies, Monsoons, anti-cyclonic areas, cyclonic areas ("highs" and "lows"). Study a rainfall map of the world and work out the causes for the heavy rainfall and the desert areas. The calm belts. The causes given in a simple way. Climatic effects of these belts. Migration with the seasons. Why? Use relief maps to explain wet and dry areas in different wind regions. Keep up the reading of the daily weather map.

South America is a good country to use as an illustration in studying the climatic effects of winds. Use the model, or relief map. Notice altitudes, and winds for that latitude. Direction of wind.

Mountains or highlands have rain on the windward side; dry land or desert on the leeward side. Northern Chile. Westerly winds cross Southern Chile. Rain on the west side. Consult a rainfall map. Rainy calm belt over the Amazon Valley.

Review the outline for the fifth grade, and the method of presentation for the sixth grade, and proceed in the same manner with South America. Enlarge on the outline to fit the ability of the pupils. Have more reading done to awaken interest. Carpenter's "South America"; Bryce's "South America—Observations and Impressions"; Domville-Fife's "Great States of South America;" and Bowman's "South American Reader." Study by regions and work up states and parts of states in that region. Show how the industries and development have been decided by the surface and climate.

Brazil is divided into Amazonia, Eastern and Southern Brazil, and Interior Brazil (Matto Grosso.) Surface and climate the basis for this division. Emphasize the effect of both of these factors. Study Amazonia, and compare area with United States east of Mississippi River. Studay the surface from the relief map (the basin of the Amazon). Low divides allow the rivers to spread into perfect floods during the rainy season. Length of Amazon measured by scale of miles. Width. Seasons of rainfall for Amazonia. In what months, and why. When trades sweep up the valley they lose their moisture on east slopes of the Andes. Temperature (Amazonia crossed by equator). Vegetation resulting from such a climate? What kind of life and development possible? Natives of the country. Kind of houses. What do natives do for a living? Rubber, and how it is procured; tropical nuts; cabinet woods. Towns on the river. Manaos. Para. Use pictures and keep books open while discussion proceeds.

Problem: Is it possible to clear this immense area of rich land and develop it for human needs?

The Eastern Coast of Brazil. Consult the relief map and note mountains near the coast. Rugged country all the way till the southern tip is reached. Trade winds give good rainfall on eastern slopes and plateaus. Narrow coastal plain. Study coffee production in Carpenter's "South America." Read up on ideal conditions for coffee-growing in Freeman's "World's Commercial Products." Conditions suitable on Brazillian Highlands. Description of a coffee plantation. Note on a commercial map the short railroad lines—running out to coffee plantations. Santos the great shipping port for coffee. Rio Janeiro the biggest city. Bahia, Saȯ Paulo.

Cotton—where grown. Manufacturing. Immense water power. Cattle in southern tip of Brazil. Supply food for Rio.

Minerals in Brazil. Gold brought the first Portugese over there.

Coffee has made them rich. Iron. Transportation difficult because of mountains so near the coast. Minerals hard to develop because of this.

Great future for this part of Brazil. Southern tip corresponds in surface and climate very nearly to our southern costal plain. Extent in square miles. Compare with size of Mississippi.

Interior of Brazil (Matto Grosso) dry, inaccessible, several millions of people but low standards of living. Superior to Amazonians. Live by raising cattle. Water scarce except in the short rainy season. Floods wash up roads. Undeveloped. Little prospect for future improvement.

Problem: Brazil is larger than the United States: Why is the United States more highly developed? Compare.

Problem: Which coast line favors trade more, that of Brazil or that of eastern United States?

Write a hundred word theme comparing (or contrasting) Rio Janeiro with New Orleans.

Write a theme on "A Journey up the Amazon."

Study briefly Paraguay and Uruguay as subtropical countries with level surfaces.

The study of Argentina may be made just as intensive as that of Brazil, emphasizing climate, surface, coast-line, and their effect on the industrial life. Argentina will never manufacture much, but will always farm. Why? The Pampas. White people live in Argentina Latitude same as from middle Mexico to Winnipeg. Temperate climate temperate products. Sugar cane and coffee in the northern tropical part; immense wheat production in the well watered temperate section; also fruits, especially grapes, and alfalfa; cattle on the drier plains; sheep in the south. Rivers navigable. Country well developed, rich, progressive. Buenos Aires compares favorably with New York City. Society of Buenos Aires somewhat like that of Paris before the war. Great commercial center. Why? Bahia Blanca.

Chile studied intensively. Extent equal to a strip up western coast of North America from Lower California to Southern Alaska. Very narrow costal plain . Low coast range of mountains. High Andes regulate rainfall. Two sections mainly—desert in north (why?), well-watered section in south (why?). Read about nitrates—riches of Chile. Nitrate shipping towns. No life there except in nitrate industry. Cities, farms, factories in well-watered portion. What are the agricultural products of Chile? Trade with United States and Europe in normal times. Extreme southern part cold and humid. Sheep raising on Terra del Fuego.

Problem: What can Chile do when all the nitrates are gone?

Study Bolivia, Peru, Equador, Columbia, Venezuela, and the Guianas briefly, bringing out the effects that surface, aridity, rainfall, and temperature have on products, industries, transportation, and general development. Brazil, Chile and Argentina are the important states. Learn the government of each state, find out something of its history (the history of Peru is especially interesting), the struggle for independence. Learn the chief cities and the capitals, and the exports and imports.

Europe. Read the outline of the fifth grade work and use the suggestions found there. Study the relief map of Europe and note the extensive plains, and in which countries these plains are broadest. Study the glaciation map of Europe. Note the direction of the chief mountain ranges; how this allows the westerly winds to blow far inland, carrying rain to all Europe. Consult a rainfall map. There are no deserts on this continent. Note the latitude and compare with Canada. Why is the climate of England and France so mild? (Westerly winds from the ocean and the warm current out from shore). Compare the broken coast line of Europe with eastern North America; with South America. Advantages. Locate countries and look up the population. Consult a population map. Compare each country in size with Texas and Mississippi. In poulation. Why are not the countries of Europe bound closely together like the states of our Union?

Study the natural resources of Europe. Locate the coal and iron fields. What advantages have those countries? Where is there likely to be water power? In what countries? Where can farming be carried on? "Black Lands." Is there enough land to feed so dense a population? What other industries besides farming must they follow for a living? Countries hundreds of years old; some had advanced civilization two thousand years before Columbus was born. Review stories of Greece and Rome in their best days. A brief history of the Dark Ages. Of the rise of the northern cities. Of the migration westward and the early conquest and settlement of England. The Norman invasion. The later history. Dickens' "Child's History of England;" the story of "Roland;" Martineau's "Peasant and Prince" for the story of the Reign of Terror in France; story of Napoleon and the battle of Waterloo (in Belgium, not far from Liege).

The British Isles. Location close to the Continent. Not so far from North America. Compare with Mississippi in size. Island Kingdom, no point within being over seventy miles from the sea. Broken coast line. Good harbors. Climate tempered by winds from off the ocean. How would these factors affect her commerce? Study rainfall map.

Problem: Why has this country the greatest merchant fleet, the greatest factories, and the largest city in the world?

The progressive spirit of the people. The effect of being an island empire. Plenty of coal and iron. A great colonizing people—giving them various sources for raw material. Compare the population with that of Mississippi; with New England. Compare with New

England in manufactured goods—cottons, woolen, steel goods. Shipbuilding in Scotland. Farming in England. Products. Cattle and sheep.

Ireland and its products. Contrast with England. Read Carpenter's "Europe;" also "Modern Europe." Cities: London, Liverpool, Manchester. Edinburg, Glasgow. Dublin, Belfast. Other cities. Tell some important fact about each city—why it has grown up in that place, what it is noted for and why.

The beauty of English farms, forests, and meadows; of the Scottish lakes and mountains; of Irish lakes and landscapes. Thousands of tourists visit these countries every year. Why? Places of interest—historic and otherwise. Read Irving's "Westminster Abbey" aloud to the class. Assign King Arthur and his Knights as stories to be read outside. The Legend of Beowulf for outside reading. "Ivanhoe," "Kenilworth," "The Last of the Barons," "The Lady of the Lake"—all these will open up a new world to this grade. Have reports made like those on New England in the sixth grade. Tell some stories of Shakespeare, Wordsworth, Scott. Have them read "Stories from Shakespeare." Show pictures of interesting places in England and Scotland. There is no limit to the topics of interest connected with these countries—lack of time is the only limitation. (A most interesting discussion of all the European countries is to be found in Tarr and McMurry; a valuable discussion of the climate and its effects, and also important graphs are to be found in Dodge's Advanced Geography.)

Belgium and Hollond. Why called the "Low Countries." No natural boundaries. Size—compare with England; with Mississippi. Population—comparative. Density. What must civilized people do on such densely populated areas? Study soil of both countries. Intensive farming. Rhine delta. Land reclaimed from the sea. Products—butter, cheese, flax, etc. No water power. Coal near by for Holland. Belgium's coal and iron. Many factories. Belgium called "Beehive" and "Workshop" before the war. Why? Ships to bring raw material and carry their goods. Harbors. The Rhine. Canals. Cities. Compare Rotterdam and Amsterdam with New York in value of exports and imports. Trade for central Europe goes through these cities.

Colonies of Holland a valuable asset. Study these and learn how they aid Holland.

From a relief map show why Germany marched through Belgium on her way to France rather than directly through the mountains. Belgium's position and surface caused her to be the highway. The result.

France. Begin with her part in the Great War. Invaded. Defended her territory so heroically she won the admiration of the civilized world. Character of her people—patriotic, loyal, hospitable, courteous, beauty-loving, artistic. A nation of thrifty economists. Contrast with United States. "France could live off of what we waste;" read Carpenter's "France."

Study the relief map carefully. Shade a relief map in the notebook so as to show the location of the plains, the central plateau, the highlands; work up the Rhone valley opening to the Mediterranean.

Size of France. Compare with England; with Mississippi. Population—comparative. Westerly winds. Variety of climate. Compare with Mississippi. Northern section different from that borderng on the Mediterranean.

France first of all an agricultural country. (Read from Carpenter, and "Modern Europe"). Methods of cultivation. Products—grapes (wine), beet sugar, wheat, olives. Vegetables near England. Why? Horses and cattle. Silk worms and silk in the Rhone valley. Why? Flowers and perfumes near Nice. Why there?

Silk mills in the Rhone valley. Why? Cotton and woolen mills. Where? Source of raw material? Coal. Water-power. Glaciers called "white coal fields." Why? Kinds of manufacturing (finest fabrics). Artistic products—ribbons, laces, silks, and the finest dress goods. Paris the center of fashion for the world.

Railroads. Canals. Commerce. Compare with England in the character of commodities. Cities: Situation of Paris; of Marseilles (why the most important port?); Havre; Bordeaux; Lille; other cities.

Colonies of France. Location. Products. What they add to the wealth and trade of France.

Government. Educational system. Contented people. How distressing the war has been to France.

Spain and Portugal. A brief study on the same order as the study of France. Compare the rank and progress of modern Spain with its former glory (Read stories from "The Alhambra"). Compare with England in industries, wealth, and trade. The Spanish-American war—why fought, what they lost and what we gained. Cork in Portugal. Iron and mercury in Spain.

Norway, Sweden and Denmark. The people of these three countries are of the same stock, have the same ideals, and at one time had a single government. The Vikings of old. The Norsemen and their hardihood and bravery. Our ancerstors among these . Have stories of the Norse myths read outside the class.

Study Denmark from a relief map. Size. Location. Climate. Dairying the big industry. Sells butter to England. Thrifty, contented people. Highly educated, leaders in Science. Much manufacturing. Sources of raw material. Products. Trade. Bordering waters. Outlets to other countries. Cities. Government.

Note the mountainous surface of Norway with a fiord coast. Compare the more extensive plains of Sweden. Size of the countries.

Population. The westerly winds temper the climate of Norway, keep the harbors open (note the latitude), and give heavy rainfall. Sweden much colder, with less rainfall (why?). Little farming land in Norway. Water falls. Forests. Manufacturing. Fishing. Ships built for a carrying trade. Sweden a farming country (why?) Products. Coal and iron. Manufacturing. Products. Trade of both countries. Harbors. Cities. Bordering waters. Government. Education. Progress.

Iceland. An interesting discussion of a thrifty people. Read Carpenter, and "The World's Wast Places."

An intensive discussion of Russia, its immense area, its extensive plains, great variety of climates, little coast line, and what this means to its commerce. No open harbors. Its resources—miles of fertile soil, extensive forests, petroleum, and other minerals—its people and their illiteracy. Government. Products. Cities—Odessa, Moscow, Petrograd, Nizhni-Novgorod. Carpenter and "Modern Europe" read and discussed.

In all discussions have the maps before the pupils and locate carefully all places mentioned. Study the pictures.

German Empire. Make an intensive study of this country. Shade in on an outline map of Europe to show the location of the northern lowlands, the southern highlands, the coastline. Place in position the countries and waters that bound Germany. Note her narrow water outlet, and her central position with few natural boundaries. Why does she keep a standing army? What advantage would the possession of Belgium and Holland give to her?

Note the latitude and study the climate for temperature and rainfall. Compare size with France, Texas, Mississippi. Population.

Problem: With so many people on so small an area how can Germany support herself?

Study her intensive farming. Buys more fertilizers than any other nation. Educates her farmers for the most intensive and scientific work. Small farms. No waste. Rye. oats, barley, sugar-beets, potatoes. Beer-making.

Manufacturing: magnificent textile schools where boys and girls learn to be more skillful than any other people. Iron and textile manufacturing. Source of ram material. Coal and iron ores. Krupp works at Essen. Great toy industry in the south. Forests and forestry of southern highlands.

Cities. Locate Berlin, Hamburg, Stetin, other cities Study railroads and canals. Kiel Canal and its use. Commerce with other countries. Rival of England. Advantages England has. Colonies.

Education. Progress. Places of scenic and historic interest. The River Rhine and its castles.

Problem: Why should so enlightened a people have provoked such a war?

Switzerland. Read the story of William Tell. The first republic. Size, Population. How could it maintain its independence when it is so small? Study its surface—mountains and narrow valleys, easy to guard. What character of people would develop from the mountain life they live? Brave, strong, and capable of endurance, high-principled. Not shut off from the world like the mountaineers of Kentucky—the cultured world comes to them. Thousands of tourists visit the wonderful lakes and mountains, and spend their money in Switzerland. Pictures.

Industries: Keeping of flocks and making cheese. Pictures of driving flocks up the mountain side as summer comes. Farming in the valleys. Manufacturing. High degree of skill. No coal. Water power. Hand carving. Commerce. Splendid roads. Show pictures of roads. Cities.

Government. Education.

Italy. Go over the passes or through the tunnels from Switzerland to Italy. Talk about Rome in the days of its glory. The story of Horatius. Memorize the poem. The story of Julius Caesar. Pictures of the Forum and the Colosseum. Stories of what happened in those places. Vesuvius and Pompeii. Pictures of the volcano.

Work up on a relief may showing the northern plains and the mountainous peninsula. The climate. Where would be the best farming land? Contrast the wealth and culture of the plains with the poverty of the mass of people on the peninsula. Study the products—wine, silk, grain. Why has Italy sub-tropical products when it is in the latitude of New York? ?

Minerals. Manufacturing. Italians artistic. What other people do we find artistic in their manufactures? Trade. Cities: Venice with its canals; Rome; Genoa; Naples; Milan; Florence and its picture gallery. Beautiful pictures and statues. Architecture. Cathedrals. Government. Religion. The pope and his palace.

The republic of San Marino. Malta, an English possession. What type of Italian (northern or southern) immigrates to the United States?

Austria-Hungary. Two different countries and people under one government. Several different kinds of people, different languages. Discontented, not united. Study relief map and note the plains and the mountains. One section Austria, and the other Hungary. Valley of the Danube. Climate.

Industries: Agriculture in the plains; manufacturing. Products. Commerce. Transportation difficult because outlets blocked by mountains.

Cities: Vienna, Budapest, Prague, Trieste a seaport.

How has the war affected Austria?

The Balkan States. Rugged, therefore separate, small countries. Climate. People. Products. Rumanians are cultured. Have rich plains. Progressive people. Bulgaria different kind of people. Turks, different race. Study Turkey in Europe and Asia. Constantinople. Religion. Tell stories of the Ancient Greeks. Culture of the people. Race. Surface and climate. Industries. Products. Cities.

Asia. Study the relief map of Asia. Size. Extent from latitude 10 degrees to above the Arctic Circle. What about Asia's variety of climate? Siberian Plain slopes to the Arctic Ocean. High lands of Tibet. Read "An Explorer's Adventures in Tibet." Himalayas, a barrier between India and other countries. Influence on climate. Steppe region. Causes of the deserts and steppes. Monsoon winds. Heavy rains in India. Rain in eastern China (why?) Area and climate of plateau of Tibet. Extremes of heat and cold on the Great Siberian Plains. Why? Tundra. Forests.

The great rivers of Asia. Compare in length, size and navigability with the Mississippi. Which are the most important to commerce? Which have deltas? Compare in size and importance with the Mississippi delta.

Problem: Which parts of Asia would make good farming sections?

An intensive study should be made of Japan, China, and India. Follow the outline given for the fifth grade, enlarging and filling in to suit the ability of the pupils.

Begin with Japan. Location. Island empire, facing Asia and North America. Compare in size with British Isles. Study the surface and climate of Japan.

Problem: Which has the greatest natural advantages, Japan or the British Isles?

The Japanese people. Their race, energy, intelligence, progressiveness. Courteous, artistic, contented, kindly, fond of flowers. Dress. Customs. Religion.

Industries. Density of population demands a variety of industries. Fishing important. (why). Small farms tilled by hand. Why so small? Compare with farming in Germany. Rice. Tea. Silk. Compare with silk industry in France. Camphor from Formosa. How obtained. The leading manufacturing nation of Asia. Great advance made in the last fifty years. Why? Education. Ambition. Good government. Cheap labor. Influence of American ideas.

Advantages for commerce. Transportation. Exports and imports.. Cities. Study the map. Read Carpenter's "Asia" and Huntington's "Asia".

China recently made a republic. Old government not progressive. Hundreds of years ago China was a powerful nation. The

Great Wall and its use. Ancient irrigation canals. Causes for China's present non-development (religion and poor government). Education.

Size of China compared with the United States. Population. Where centered. Varied surface and climate and great store of natural resources point to a great future for China. In what way? Study her resources. Why undeveloped?

Industries. Farming—as many crops as the United States and more besides. What are they? Crude methods of cultivation. Compare with farming in our Middle West. Fishing. Manufacturing. Effect of American ideas on the young Chinese. Products. Does China easily feed her people? Could she? Transportation. Cities. Locate and learn reasons for location and importance. Exports and imports. Trade with what countries?

Problem: What does China need more than anything else?

India. Natives belong to the white race. Other races. Higher class intelligent, with a culture and literature of their own. The mass of the people are ignorant and have a low standard of living. Castes. Customs for the women.

Location of India. Size. Population. Climate. Surface. Government. Religion.

Industries. Farming (Products). Manufacturing (Kinds of Products). How does the government encourage industries? Source of raw material. Exports and imports. Note location of Calcutta on the Ganges delta. Bombay on the coast toward England. Madras. Delhi the capital. Railroads in India. The benefit of the English rule. India's part in the Great War.

Study Persia, Arabia, Siberia, and the smaller countries of Asia from the maps and the text. Give the pupils Arabian Nnights to read, and stories of Darius and Xerxes. Study the campaings of the Great War that led the English into Bagdad. Persia's part in the war. Contrast Persia's ancient glory with her present helpless condition. Why do the people of Arabia have no settled homes? Make a closer study of Palestine, using Bible stories and the map to locate the places. Read a description of Palestine as it is today. (Carpenter and National Geographic Magazines).

Africa. Enlarge on fifth grade outline for the study of Africa, using the map freely. Read from Carpenter and other books. In studying Egypt use the Bible stories and ancient history stories to arouse the interest. Compare with the Egypt of today. Controlled by English. Water-falls in the Nile. Irrigation. Fertility of soil. Delta. Overflow of the Nile. Crops. Exports. Cities.

Problem: Why is Egypt called "The Gift of the Nile?"

Study the countries of northern Africa—their people, their industries, their trade and cities. Cause of the big desert. Read a description of the Sahara and its causes. Caravans. People of Sahara. Read an account of the Boer War and the English conquest of South Africa. Follow the fifth grade outline for the industries and the towns. Work out causes for the climatic conditions.

Study the foreign possessions in Africa.

Compare the coast line of Africa with that of North America. Which is more favorable for the development of the country? Note the nearness to the coast of falls in all the rivers. Effect of this.

Australia. Use the fifth grade outline. Study a relief map of Australia. Compare with United States in size and population. Shade in an outline map to bring out the mountains on the eastern coast and the plateau in the center, with the valleys between. Note the latitude, the direction of the winds, the surface, and the climate. Why is the Murray River almost dry part of the year? The industries of Australia and reasons for these. Belongs to England. Commerce. Exports and imports. Note the location of the cities. English people. Education. Read Carpenter on Australia and New Zealand. Note the peculiar plants and animals.

Study the groups of islands. Location, surface, size, climate, products, people. Learn what country controls each. Trade. Cities.

For a review compare the leading countries in each continent with the United States in progressiveness, value of exports and imports, density of population, natural resources, and possibilities for future development. Consult any new commercial geographies. Consult Dodge's Advanced Geography for product maps and graphs, and Tarr and McMurry for an outline for the review. Both of these are wonderfully rich in thought-provoking questions—especially Dodge.

EIGHTH GRADE.

In most of the schools of Mississippi the boys and girls drop the study of political and industrial geography at the end of the seventh year. This is a grave mistake, for they soon forget the greater part of what they have learned and when they become grown-ups they have the most superficial idea of the big world and its people. As the pupils grow older and have more ability to think, geography ought to be presented to them in the form of present situations, with all the causal factors back of these conditions left for them to work out. They ought to be given some incentive to read about the trend of events all over the world, and ought to be able to talk intelligently about people and places.

A usable book for the eighth grade is Miss Allen's "Industrial Studies of the United States," Ginn & Co., Chicago. This gives an intensive study of the industries and cities of the Unon with a long list of splendid topics for individual work. It is written in a readable style and will hold the interest of the pupils. This book can be completed in four months. In the ninth grade Miss Allen's "Industrial Studies of Europe," and "Industrial Studies of Asia" can be used for the whole nine months. The physical geography can be given in connection with the other work and will mean much more than if given (without excursions) as pure physical geography.

A good commercial geography can profitably follow in the eleventh grade.